



St George's Catholic Voluntary Academy

RSE Policy

Policy No

Issue No 1

April 2020

## ***'Grow in Faith; Have Faith in Growing'***

### **Intent**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions with regard to relationships and sex education (RSE) in a Catholic School. Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. Here, we set out our rationale for and approach to relationships and sex education in the school.

It reflects our schools overarching aims and objectives for our pupils by allowing them to 'Grow in Faith; Have Faith in Growing.'

This policy has been formulated through consultation with the governors, staff, pupils and parents of the school. Advice and guidance have been sought from local health practitioners, TenTen Resources and the Nottingham Diocese Education service.

This policy also covers our school's approach to RSE, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Pentecost term 2020. The policy will be reviewed on a regular basis, every 2 years, by the Head teacher, RE Leads, the Governing Body and staff, to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils. The next review date is: April 2022.

### **Dissemination**

The draft and final 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 office/school website. Details of the content of the RSE curriculum will also be published on the school's web site and via a letter providing relevant log on details for the parent portal.

## **Defining relationships 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 her or him 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. 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 of who care for me, caring friendships, respectful relationships, online relationships and being safe.

## **Statutory curriculum requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. It is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures and pornography. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care. Yet, as a Catholic school, the reasons for our inclusion of RSE go further. It will be taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

## **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 relationships and sex education 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. It will also prepare pupils for life in modern Britain.

## **Values and 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 the 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 and the Mission Statement**

### ***'Grow in Faith; Have Faith in Growing'***

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that sex and relationship education is an integral part of this education. Furthermore, our school aims state that we will endeavour to grow through our own Faith journeys, raising pupils' self-esteem, helping them to grow in knowledge and understanding, recognising the value of all persons and developing caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education" 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 in 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 and 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;
- 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, delaying gratification 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

## **Outcomes**

### **INCLUSION AND 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

#### **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.

#### **Broad content of RSE**

Three 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 / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

#### **Our programme will cover...**

#### **Programme / Resources**

The three overriding themes of the 'TenTen; Life to the Full' programme are:

- Created and loved by God (Exploring the individual)
  - The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others (Exploring an individual's relationships with others)
  - God is love.
  - We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global (exploring the individual's relationships with the wider world)
  - Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through

dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Throughout this, they will also:

- 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
- know that some diseases are infectious
- keep themselves safe and ask for help and support when needed
- become aware of good choices and wrong choices and their consequences
- make good choices about what to do in particular situations
- manage relationships with friends confidently and effectively
- develop the ability to form positive, non-exploitative relationships and reject bullying
- explore and reflect on their own experience of people who are married
- have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members

- have an understanding of a family as a spiritual community in which members can grow in faith, hope and love
- understand that the difference between male and female is part of God's loving and creative plan
- understand reproduction in the context of a loving and self-giving marriage
- recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children

## Programme of RSE

### TenTen Resources – Life to the Full



Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum.

It is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

The programme will deliver this teaching through the prism of Catholic RSE.

The framework of the programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

The programme has been written on the assumption that not all class teachers will be Catholic. The guidance and training for staff will be mindful and supportive of this.

It contains a programme of study containing approximately 60 media-rich lessons divided into three learning stages\*:

Key Stage One (Years 1 and 2);

Lower Key Stage Two (Years 3 and 4);

Upper Key Stage Two (Years 5 and 6).



There is also:

An accompanying programme of age-specific prayer and worship to support the programme from the creators of “Collective Worship”.

Assessment Activities to record evidence of success;

Training sessions for staff;

An online parent portal for links to home;

An action plan to include units for EYFS in the future.



## Module One: Created and Loved by God

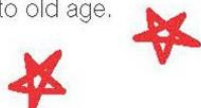
### Module One: Created and Loved by God

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.



#### 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 girl 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



**Kester's Adventures** follows the story of Kester who is in search of his Maker. When he finds his maker, Abraham, Kester develops a deep and personal relationship with him over many years. As the children grow through the learning stages, Kester's story grows in complexity as he tries to understand his place in the world when faced with more challenging life decisions. Ultimately, he is always reminded that he was created by Abraham, along with his parents, and was loved and cared for even before he was born.

Kester's Adventures is an original story by Ten Ten which is **an allegory for our relationship with God**; it communicates the key idea that we were created out of love and for love.

## Module Two: Created to Love Others

### Module Two: Created to Love

**Others** 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.



#### Key Stage One:

##### Unit 'Personal Relationships':

- Special People in their lives who they love and can trust;
- Coping with various social situations and dilemmas;
- The importance and saying sorry and forgiveness within relationships.

##### Unit 'Keeping Safe':

- The risks of being online;
- The difference between good and bad secrets;
- Teaching on physical boundaries.



#### Lower Key Stage Two:

##### Unit 'Personal Relationships':

- Children to develop a more complex appreciation of different family structures;
- Activities and strategies to help them develop healthy relationships with family and friends;
- Techniques for managing thoughts, feelings and actions.

##### Unit 'Keeping Safe':

- Online safety (incorporating NSPCC resources);
- Teaching on bullying and abuse through a series of animated stories.



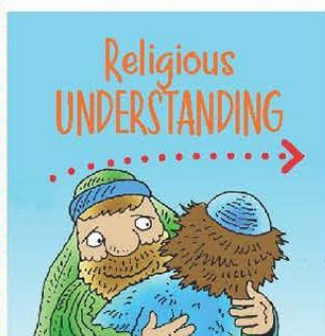
#### Upper Key Stage Two:

##### Unit 'Personal Relationships':

- Equip children with strategies for more complex experiences of relationships and conflict;
- Identify and understand how to respond to spoken and unspoken pressure;
- The concept of consent;
- Further teaching on how our thoughts and feelings have an impact on how we act.

##### Unit 'Keeping Safe':

- Risks of sharing and chatting online;
- A more complex understanding of different forms of abuse.



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 Three: 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.



### **Key Stage One:**

- Children understand that God is love: Father, Son and Holy Spirit;
- 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;
- Children will know that God calls us to live in community with one another.



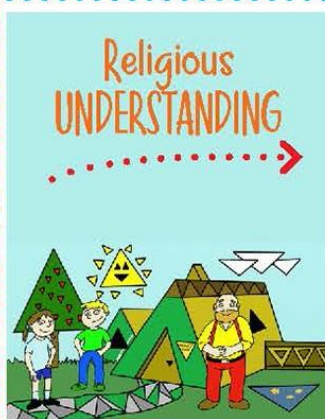
### **Lower Key Stage Two:**

- 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;
- 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;
- Know 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.



**Trinity House** is a story told throughout the programme from Years 1 to 6 at a growing level of complexity through each learning stage. It tells the story of the Trinity family who live in Trinity House – Abba, Adam and Amara – symbols of 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.

## **Organisation**

The three aspects of relationship and sex education, attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: Created and Loved by God; Created to Love Others and Created to Live in Community.

## **Resources**

All resources are available via a cloud based platform. This includes a parent portal whereby parents can access from home all the relevant information and teaching materials all at times.

## **Staffing**

All staff will be involved in developing the attitudes and values aspect of the RSE programme. 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 pupils' personal and social skills.

The responsibility for the specific relationships and sex education programme lays with the relevant curriculum staff. This can include Science, RE, PE, RSE and PSHE.

## **Teaching strategies will include:**

- *establishing ground rules*
- *discussion*
- *talk-less teaching*
- *project learning*
- *reflection*
- *experiential*
- *active*
- *brainstorming*
- *film & video*
- *group work*
- *role-play*

## **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

## **Pupils with Special Needs and Disabilities**

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

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

### **Christian virtue and RSE**

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 the 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.

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it.

Virtues are habits which are learned from experience, and are gained through imitation the same virtues being modelled by those who teach.

They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

### **Statutory Curriculum Requirements**

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

In our school, RSE will be taught on a three-weekly rolling programme alongside PSHE (Circle time) and Core Learning Skills.

### **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 ensuring that pupils receive clear scientific information. 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 differing 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.

### **Equality**

We will ensure equality by ensuring RSE is sensitive to the different needs of individual pupils 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.

## **Roles and Responsibilities**

Responsibility for the specific relationships and sex education programme lays with the RE Leads and Head teacher.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. 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 pupils' personal and social skills.

### **Governors will:**

- Assist with drawing up the RE 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.

### **The Head Teacher will:**

- Assist with drawing up the RE 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;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.
- Take overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, the Local Education Authority and any appropriate agencies.
- Support the RE leads in the successful implementation of this policy and will support the dissemination of the information relating to RSE and the provision of in-service training.

### **The RE Leads will:**

- Assist with drawing up the RE policy, in consultation with parents and teachers;
- 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 the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

- Have 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. They will be supported by the Head Teacher.

### **All Staff will:**

- Understand that RSE is a whole school issue.
- 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.
- Teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE.
- Be included in the development of this policy, be aware of the policy and understand how it relates to them.

### **Parents will:**

- Recognise that they are the primary educators of their children the school will seek to support them in this task.
- Have the right to be consulted before this policy is ratified by the governors and continue to be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation.
- Be able to view the resources used by the school in the sex and relationship education programme via the online portal - <https://www.tentenresources.co.uk/parent-portal/>
- Should parents wish to withdraw their children from the programme, they are asked to notify the school by contacting the Head Teacher. The school will provide support by providing material for parents to help the children with their learning.

### **Links to other policies and curriculum subjects**

This RSE policy is to be delivered as part of the PSHE framework.

It includes guidelines about pupil safety and is cross-referenced to the Child Protection/Safeguarding policy.

The following policies have also been considered in the development of this policy: anti-bullying, equal opportunities, e-safety, SEN and behaviour.

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, RE and Science lessons will link to/complement learning in those areas identified in the RSE audit.

## **Support for staff and for children and young people who are at risk**

The governors recognise that RSE can be a sensitive issue for all concerned and are concerned that teachers' training and support needs are properly provided for. The governors therefore require the school to provide such training and support to all those involved in the RSE programme. This training will cover legislative requirements, Church teaching, the demands of this policy and the development of appropriate skills to deliver the RSE programme.

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 child protection 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 is a victim of or is at risk of abuse they should follow the school's child protection policy and immediately inform the designated safeguarding lead.

### **Withdrawal**

Parents have the right to withdraw their children from RSE excepting those elements which are required by the National Curriculum science orders. However, we will remind parents of the words of the late Cardinal Hume. He expressed some concerns about withdrawing children from sex education lessons. He wondered whether such action might damage the parent-child relationship in terms of confidence and trust, whether it could really inhibit the passing on of information within peer groups and "might well remove one possible means of correcting, or putting in perspective, the uncontrolled information circulating within peer groups." We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish via the parent portal.

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

### **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.

### **Confidentiality and 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, in line with the school's pastoral care responsibilities.

### **Safeguarding Procedures**

If a teacher has any concerns re. the welfare of a particular child then that teacher will make an online referral via the cloud based safeguarding reporting system, CPOMs. This will then become a matter for the designated safeguarding lead who will follow this up. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only. After consultation, it is the decision of the Head teacher/Designated Safeguarding Lead as to whether the information is forwarded to the relevant body. 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.

If there is a suspicion of possible abuse teachers will follow the school's child protection / safeguarding policy.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of health promotion, in particular RSE within schools. It must however be noted that such visits will always complement the current programme and never substitute or replace teacher led sessions. The delivery will also be in line with the Church's teaching.

Benefits of external visitors to RSE:

- Bring a new perspective to a subject;

- Offer specialized knowledge, experience and resources;
- Make the topic less embarrassing because the visitor is a 'safe stranger';
- Form a friendly link to the community and make local services more accessible;
- Add variety to the curriculum;
- Give support to teachers

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'

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.

**Monitoring, review and evaluation**

The RE Leads, supported by the Head Teacher, will monitor the provision of the various dimensions of the programme by examining coverage, schemes of work and samples of pupils work at regular intervals. The programme should be reviewed and evaluated bi-annually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Signed: ..... Head Teacher

Signed: ..... Chair of Governors

Signed: *B Holmes* A. Bennett RE Leads