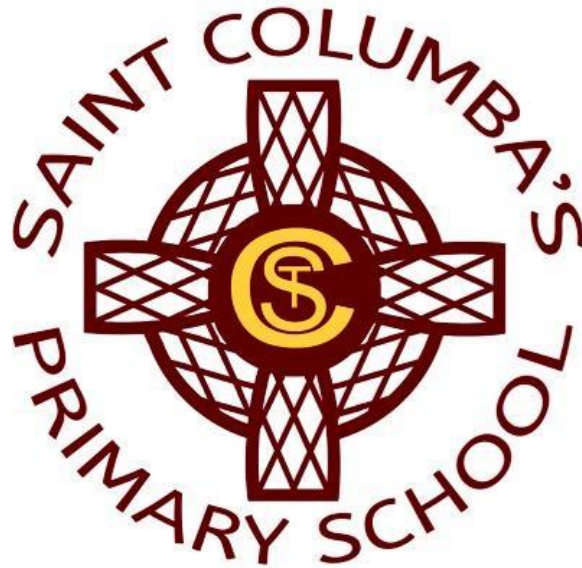


St. Columba's Roman Catholic Primary School



## RSE Policy

This Policy was ratified by St. Columba's Governing Body in **September 2022**

**Date of next review:**

This policy will be reviewed in **September 2024** or sooner if deemed necessary. All staff and governors will be consulted as to its effectiveness as part of the review process.

**Requests for copies** - If a signed paper copy of this policy is requested, the school office will provide this free of charge

### School Mission Statement

At St. Columba's R.C. Primary School we will endeavour to follow the example of Jesus Christ by loving, respecting and forgiving all.

Children, parents and staff are valued and supported by the school community. It is our belief that the best education is achieved by delivering a challenging and balanced curriculum, allowing for the intellectual, spiritual, moral and social development of each child.

Each individual in school is special and we all work together to promote self-worth and self-esteem.

*"Learning, loving and respecting with God in our hearts"*

Our Mission Statement shows our commitment to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Our school ethos acknowledges that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes towards others.

Our RSE curriculum has been chosen, developed and adopted in consultation with parents, governors, staff and pupils. As a school, we have chosen to adopt the Diocesan approved scheme 'Life to The Full' from TenTen.

### Rationale

*'I have come that you might have life and have it to the full' (John 10.10)*

At St Columba's, our approach to RSE is rooted in the Catholic Church's teaching of the human person and presented within the positive framework of Christian ideals.

Following the guidance of the Bishops of England and Wales, and 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 the physical, spiritual, emotional, moral, social and intellectual development of pupils.

Christian belief is that we are all made in the image and likeness of God. As a result of this belief, gender and sexuality are seen as a gift from God that reflects God's beauty. Our RSE teaching will be placed within the context of 'relationship'; this is where Christian sexuality grows and develops. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to be respected and valued whatever household they come from.

### Aims

In partnership with parents, we aim to provide children with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity. Our RSE curriculum is also firmly embedded within Christian values. We aim to help our all pupils:

*To develop the following attitudes and virtues:*

- respect for the dignity of every human being;

- joy in the goodness of the created world and their own bodies;
- responsibility for their 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 love;
- recognising the importance of marriage and family life;

*To develop the following personal and social skills:*

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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;

*To develop the following knowledge and understanding:*

- 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;

### Inclusion and Differentiated learning

We will ensure RSE is sensitive to the different needs of individual pupils. We will respect pupils' different abilities, levels of maturity and personal circumstances 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.

### Statutory Curriculum Requirements

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science, including the human life cycle, physical body changes in puberty and reproduction.

From September 2021, RSE education has become statutory in primary schools. As a school, we are following the Ten Ten curriculum 'Life to The Full' from EYFS to Year 6.

'Life to The Full' provides documentation which maps the DfE statutory guidance throughout its programme. This documentation has been shared with staff, SLT and governors. If any stakeholder wishes to view this documentation, please contact the RSE coordinator or headteacher.

### Equalities and Obligations

The governing body and staff 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.

'Life to The Full' provides documentation which maps the teaching and upholding of the nine protected characteristics. This documentation has been shared with staff, SLT and governors. If any stakeholder wishes to view this documentation, please contact the RSE coordinator or headteacher.

### Programme / Resources

Life To the Full offers three pathways. Programme pathway two will be followed to allow for a robust and spiral teaching programme. The scheme is written by a Christian youth team and fully approved by Hexham and Newcastle Diocese. Parental feedback was gathered in 2020 and, as a result, the optional unit of teaching (Making Babies pt 2.) will be included in the Year 6 scheme of work.

In Year 5 and 6, further videos and teaching may be sourced from *Living and Growing: Alternative* (Channel 4 Learning). A resource approved by North Tyneside Council.

### Assessment of RSE

RSE will be monitored by the class teacher, with samples of work given to the PSHE and RE co-ordinators in order to assess the teaching, progression and attainment of the pupils.

Evidence may be collected in RE books, Science books, Creative Curriculum books or on SeeSaw.

### Parents and Carers

Parents/carers are the primary educators of their children. Resources used by the school in the RSE programme will be made available each year for parents/carers to view. Parents have the right to withdraw their children from the optional Y6 unit of RSE (Making Babies pt2) as all other elements of the curriculum are required by the National Curriculum science orders or in the September 2021 statutory framework. Should parents wish to withdraw their children they should notify the school.

### Teaching the Programme

Class teachers have the responsibility for teaching PSHE and, as such, the RSE curriculum. Support is offered from the RSE and RE Coordinator.

### Governors

Governors will:

- 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.

#### Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

#### RSE Coordinator

The coordinator, 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

RSE is a whole school issue. 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 well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

#### Children's questions

At St Columba's, we 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. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

#### 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 lead safeguarding member of staff at the first available opportunity.

### Confidentiality and Advice

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 policy. 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### Monitoring and review of the policy

The PSHE Coordinator will monitor provision, schemes of work and samples of pupils work. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. This policy will be reviewed two years by the headteacher, RSE coordinator, the governing body and staff.