CHRIST THE KING PRIMARY SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY

Revised: September 2022

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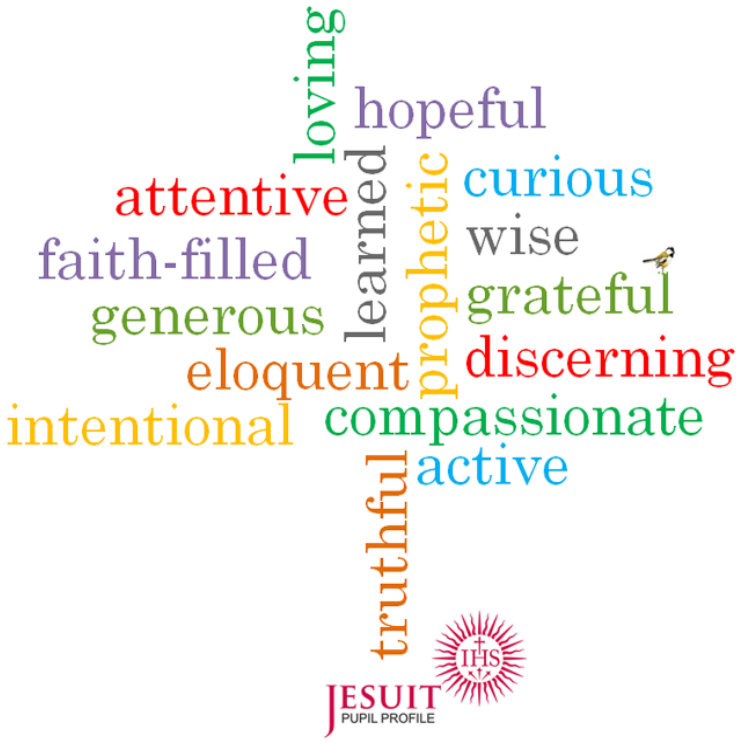
Next Review: September 2025

We are:

A worshipping community
that holds and celebrates Christ as the centre of its faith and life.
A learning community
that values and fosters the learning of the whole community.
A respecting community
that follows the teaching of Christ when he said 'love thy neighbour as thyself'
A welcoming community
that recognises and welcomes the presence of Christ in each other through our respect and love for one another
A serving community
that enables its pupils to serve each other, their families and wider world.

Our mission is to develop this vision by:

Worshipping:
• Celebrating in a way that our community feels inspired, rewarded and challenged in its faith and life.
• Encouraging and enabling participation in worship appropriate to each individual
Learning:
• Enabling our children to be self-aware, confident, skilled, enthusiastic, lifelong learners, searching for excellence.
• Teaching our children to know that God loves them and that they are unique and made in the image and likeness of God.
Respecting:
• Fostering respect for all people as well as for the environment
• Respecting the unique God-given gifts that each member of the school community has to offer and nurturing fairness, care and courtesy.
Welcoming:
• Instilling a culture of inclusivity, encompassing the wider community
• Nurturing a sense of honesty, openness and self-worth in ourselves and others
Serving:
• Encouraging our children to serve each other through friendship, kindness and sharing in work and play.
• Developing and maintaining an awareness of the role our school plays within our parishes and the wider community.



1. INTRODUCTION

This policy has been adopted by the partner primary schools of Corpus Christi High School- Christ the King, Holy Family, St Bernadette's, St Joseph's, St Peter's St Philip Evans.

This policy is to be read alongside other RSE guidelines.

This document is the result of Governing Body discussion, consultation with parents, staff and students.

A copy of the school's draft policy has been submitted to the Director of Education/Director of RE (schools) Autumn Term 2019/20

2. Vision and Mission

Christ the King Primary is a Christ centred community, reaching out to others. Our ambition is for all children to reach their full potential developing into ethical and successful young people as we learn, grow and celebrate together and bring our faith to life.

Vision for Relationship and Sex Education.

At Christ the King Primary we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our lives. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be fulfilled too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

3. Procedures

The following groups have been consulted as part of producing this policy.

- Staff Autumn Term 2018

- Governing body Autumn Term 2018

- Parents Summer Term 2019

- Diocesan Education Service Summer Term 2019

- Our Parish community and wider community via the **school web site**

In consultation with the Governing Body, the policy will be implemented in 2019, reviewed every two years, by the Head teacher, RSE Co-ordinator, Corpus Christi Cluster Head teachers, the Governing Body and school Staff. The next review date is Autumn 2024.

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus should contain a statement about RSE teaching. The full Policy will be available upon request. The Diocesan Director of Education of RE will be sent a copy of the school's RSE policy and the Governing Body will ensure that this is up to date, and available on the school website.

4. Rationale

As a Catholic primary school in the Province of Cardiff, Menevia, Wrexham and Herefordshire, we use the term Relationship and Sex Education (RSE) as we believe that sex education is set in a wider context of relationship education that is about all aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole.

The defining belief of Christianity is that God took on human form. This endows the human person with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual – our bodies are the dwelling place, the 'temple' of the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church educates young people as part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility than teaching about Mathematics or English. At Christ the King Primary, we teach young people about how to grow in relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God-given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with "Fit for Mission" Schools'.

Legal guidelines suggest that relationship and sex education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well-being, including sexual health. We support all these aims in educating about relationships and sex education by incorporating them into the wider understanding of human relationships and human formation as reflected in the relevant CBEW and CES RSE Guidance.

5. Statutory framework

The statutory framework around education about human relationships varies between England and Wales. The relevant documents can be found here:

a) RSE statutory guidance for Wales:

https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education-(rse):-statutory-guidance

6. Virtues and Values

Gospel virtues and values underpin the RSE curriculum. The Christian tradition describes behaviour or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith; hope and charity (sometimes simply 'love' is used instead of 'charity') are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and good life. The cardinal virtues of practical wisdom (prudence),

justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. These are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At Christ the King Primary, we live out the Gospel values shared in the Beatitudes, throughout the life of school by following our school pupil profile.

Staff model Gospel values and virtues, children are encouraged to do the same enabling them to progress in knowledge about moral behaviour throughout their time at school. Our children are encouraged to say 'thank you' to God; happy and cheerful to care about other people. They reflect on their behaviour in the light of the example of Jesus' care for others.

Our children are encouraged to evaluate their behaviour and give reasons for the choices they have made. As pupils progress through Key Stage Two they develop a deeper understanding of what is moral behaviour and are encouraged to say why this is important for personal happiness and for a closer relationship with God. In addition to the points made above, are they given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth. By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

7. The Aim and Objectives of RSE

The aim of RSE is part of our aim to educate the complete human person. This is expressed in Fit for Mission Schools (2009) as follows:

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.

This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

RSE should therefore deepen the following areas of understanding:

- To develop self-knowledge, and respect and love of self;

- To invite young people to develop and deepen a loving relationship with God;

- To invite young people to understand that their life has a purpose;

- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this is an expression of God's love;

- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood that is appropriate to the stage of maturity of the young people;

- A strong awareness of their own safety and the nature of appropriate consent;

- To have an understanding of the law in England and Wales about Equality and Marriage, appropriate to age and maturity.

RSE will develop attitudes, personal and social skills and knowledge and understanding.

• We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.

• We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.

• We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.

• We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.

• We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's Prayer.

• We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.

• We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.

• We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.

• We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.

• We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.

• We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.

• We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.

• We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.

• We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

8. Inclusion

At Christ the King Primary we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and background. Lessons are framed by this understanding and young people encouraged to respect each

other in their differences, and develop an approach of dialogue. The school will endeavour to offer support to young people who require or request additional needs or support.

9. Equality

The Governing Body has wide obligations under the Equalities Act 2010 and will work to ensure that Christ the King Primary endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children.

Please refer to the school Equality Policy.

10. Programme of study

The Province recommends appropriate resources to its family of schools. These range from ages 3-19 years and provide suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the understanding of the Church of human nature and human sexuality, and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and will thus have room for the expression of alternative viewpoints by pupils/students.

RSE will be taught, using a wide range of teaching strategies, clear ground rules for discussions will be established, parents will be informed and lessons will always take account of the Safeguarding Policy.

All resources used will be recommended by the Archdiocese .

Christ the King use the recommended resources:

TenTen's - Life to The Full: https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/

and

Fertile Hearts: https://fertileheart.org.uk/

11. Parents

The Church recognises parents as the first educators of their children. Our schools assist parents in this task also in RSE, aiding and completing (where needed) the work of parents and furnishing children and adolescents with an evaluation of "sexuality as value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69). Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before it was ratified by the governing body.

The school will involve and support parents in learning about RSE by sharing the programme of study/ sharing published resources to be used, informing parents when visitors are coming to school, sending

letters when a sensitive subject is to be taught, placing information in the school prospectus and on school website.

Information about RSE is contained in the school prospectus and the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will be sent home and parents may be invited into school to discuss the content of RSE lessons.

The school RE Leader and RE link Governor will be responsible for leadership, co-ordination and monitoring of the programme. Class teachers will be responsible for delivering the programme following guidance. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at Christ the King Catholic Primary School and will agree in writing to follow the instructions. The appropriate 'protocol' available on the CES website will be used for this purpose.

All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. All staff must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science, computing and ICT/ DCF

The Archdiocese have a list of RSE resources and guidance information on the following link:

https://www.rcadcschools.org/primary-catholic-life.html

12. Teaching RSE

The Governors, Headteacher and RSE leads are responsible for leadership, co-ordination and monitoring of the RSE programme. Class teachers will be responsible for teaching the RSE programme.

All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. All staff must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science, computing and ICT/ DCF.
Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at Christ The King and will agree in writing to follow the instructions. The appropriate 'protocol' available on the CES website will be used for this purpose.

13. Supporting children and young people deemed to be at risk

Like all other subjects, RSE always needs to be taught in a differentiated manner appropriate to the maturity of the children. It needs to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching RSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

The following guidance for dealing with questions in teaching RSE will be followed:

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example: If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later;
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

(RCADC Supplementary RSE Guidance available from the Cardiff Diocese- DfE Sex and Relationships Guidance, 4.5 'Dealing with questions' 0116/2000)