

CRANMORE



Relationships and Sex Education Policy (RSE)

‘I have come that you might have life and have it to the full’

John 10:10

“Love that leads to marriage is a gift from God and a great act of faith toward other human beings.” St. Pope John Paul II

Mission Statement

Cranmore’s mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

Cranmore’s values: Faith, Character, Community, Compassion and Intellect.

Implementation of this Policy

Implementation and Review of Policy Implementation of the policy will take place after consultation with the Governors in the Spring Term 2023. This policy will be reviewed annually by the Headteacher, RSE Coordinator, Governing Body and staff.

Aims of this Policy

In this policy, the Governors and teachers, in partnership with parents, set out their intentions about relationships and sex education (RSE) in this school.

Consultation will take place with parents through an online parent survey and a review of the curriculum content will take place with governors and staff.

Defining Relationships Education (RE) and Relationships and Sex Education (RSE)

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 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.

At Cranmore, 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 following topics: families, people 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.

Relationships Education (RE) is taught from age five until the end of Year 6. There is no parental right to withdraw pupils.

Relationships and Sex Education (RSE) is taught to pupils receiving secondary school education (Year 7 and above), subject to a limited parental right to withdraw pupils.

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 (and the Welsh Assembly Government), 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. 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 God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues are addressed: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aims of Relationships and Sex Education (RSE)

Our school values and Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RSE is an integral part of this education.

Furthermore, our school aims state 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. 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;
- 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.

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 the pupils 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 areas, it may become relevant 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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Delivery of RSE

We intend that the three aspects of the school's RSE – attitudes and values, knowledge and understanding, and personal and social skills - will be delivered 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:

Lower Prep (EYFS, Years 1 and 2)

Statutory

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance (non-statutory)

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.

- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Lower Prep (Year 3) and Upper Prep (Years 4 – 6)

Statutory

- Describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Notes and Guidance (non-statutory)

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Senior School

Key Stage 3 (11-14)

Relationship and Sex Education (RSE) is compulsory from Year 7. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for Science. Parents can withdraw their children from all other parts of sex and relationship education if they want.

Statutory

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Resources

Cranmore follows the programme 'A Journey in Love' which is approved resources for Years 4 – 6. Senior pupils follow Ten Ten Resources programme 'Life to the Full'. Both programmes are recommended and

approved by the Diocese of Arundel and Brighton as well as the national Bishops' Conference of England and Wales. Pupil booklets have been and lesson resources have been developed.

Assessment and Recording

Schemes of work are provided by the RSE Coordinator. The programme will be assessed, monitored and evaluated by the RSE Coordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

Working with Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents in educating their children. Therefore, the school will support parents by providing an information evening to help parents to find out more. Parents will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before this policy is ratified by the governors. Our aim is that, at the end of the consultation process, every parent will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from RSE (from Year 7) except in those elements which are required by the National Curriculum for Science. Should parents wish to withdraw their children 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. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from RSE (commonly referred to as the right to withdraw).

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 providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information. 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.

Responsibility for Teaching the Programme

Responsibility for the specific Relationships and Sex Education programme lies with the class teachers. In Years 5 - 9, some aspects of the programme will be covered in Science by those specialist teachers and with the involvement of the school nurse. External speakers, authorised by the Diocese, may be invited to speak with the children. 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. Those teaching and/or presenting the RSE programme are to maintain their political impartiality on topics for

which this deems relevant. In addition, to facilitate discussions or topics in a balanced way that prohibits the promotion of partisan political views and to follow the guidelines of expressing personal opinions and scenarios in the delivery of this content. Further information can be found [here](#).

Roles and 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

The Head teacher takes 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 as well as any other appropriate agencies.

RSE Co-Ordinator

The RSE co-ordinator, with the Head teacher, 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 (they may be supported by the Deputy Head and the member of staff with responsibility for Safeguarding).

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.

Relationship 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 compatible with the school's other policy documents (for example, Anti-Bullying Policy, Safeguarding Policy, etc).

The statutory guidance provides extensive detailed tables of information about what pupils should know by the end of Primary School and Secondary School. These topics are taught within the RSE, PSHE and Science curriculum.

- **Primary** - about matters such as families and people who care for us, recognising caring friendships and respectful relationships, inline relationships and being safe
- **Secondary** - building further on the areas above introduced in Primary, and including in addition: intimate and sexual relationships, including sexual health. Pupils should be apprised of relevant legal provisions when topics are being taught, such as consent (including the age of consent,), FGM, sexuality, gender identity, exploitation.

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 classes will link to/complement learning in those areas identified in the RSE audit.

Dealing with Sensitive Issues and Responding to 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.

All RSE teaching will be undertaken in a whole class context. Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to their parents if necessary. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Safeguarding

Children will 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 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 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 circumstances they would have to inform others, e.g. Designated Safeguarding Lead, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work. The programme will be evaluated annually by means of questionnaires or by discussion with 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.

Dissemination

Copies of this policy will be available to all parents through the school's website and copies can also be obtained through the School Office. Details of the content of the RSE curriculum will also be published on the school's web site.

The Governors of Cranmore have formally adopted this policy for RSE.

Signed	Chair of Governors
Signed	Headteacher
Date	24th January 2023
Date for Review	January 2024

*Reviewed: VLO, CPE, JSC January 2023
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