

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 2024. This policy will be reviewed annually by the Headteacher, RSE Coordinator, Governing Body and staff. The next review date will be Spring Term 2025.

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.

Why do we teach Relationships and Sex Education (RSE)?

Cranmore understands RSE to be the process of lifelong learning about physical, moral and emotional development. Through RSE, children come to understand more about themselves, others and the beauty of Creation. RSE is an essential part of a holistic education since its focus is on the individual, uniquely created by God in His own image.

Defining 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 the Prep level, 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. In the Senior Department RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).” 3

Statutory Curriculum Requirements

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

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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 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;
- the legal framework and the importance of consent.

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 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:

EYFS, Years 1, 2 & 3

The following themes are covered within our PSHE lessons, which have a different topic for each half term; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. We begin each half term with a specific assembly about our new theme, and the focus we will be looking at.

- Families and people who care for me
 - Recognising how they are cared for and kept safe in their family
 - Recognising the joy of being a special person in their family
 - Celebrating the joy of being a special person in God's family
- Caring friendships
 - Describing and giving reasons how friendships make us feel happy
 - Celebrating the ways that God loves and cares for us
 - Recognising the joy and friendship of belonging to a diverse community
- Respectful relationships
 - Recognising that we are all different and unique
 - Giving reasons how friendships can break down, how they can be repaired and strengthened
 - Mutual respect and tolerance
- Online relationships
 - E-safety and bringing awareness to who to go to for help
- Being safe
 - Describing ways of being safe in communities
 - Discussions about consent and understanding their right to privacy and to say no
 - To know that their body belongs to them
 - To recognise that if a relationship is making them feel unhappy or unsafe how they can seek for help

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.

Years 4 – 6

In RSE, the Years 4-6 Curriculum is based on three core themes within which there will be broad overlap.

The three themes are:

1. Created and loved by God

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.

2. Created to love others

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

3. Created to live in community – local, national & global

As well as the above, the following themes are covered within our PSHE lessons; Health and Wellbeing, Relationships and Living in the Wider World. Examples of the themes which are covered are shown below;

- Families and people who care for me
 - To recognise people's worth as individuals and being positive
- Caring friendships
 - The Good Samaritan
 - Being part of a team
- Respectful relationships
 - Mutual respect and tolerance
 - What is a diverse society?
 - How to recognise bullying and abuse
 - Rights and responsibilities
- Online relationships
 - Safety online
 - What shouldn't we access and why?
- Being safe
 - Right to be safe in all relationships
 - Who would you contact in an emergency?
 - Keeping safe strategies for keeping physically and emotionally safe
 - Discussions about consent and understanding their right to privacy and to say no
 - To know that their body belongs to them
 - To recognise that if a relationship is making them feel unhappy or unsafe how they can seek for help

Senior School

Key Stage 3-4 (11-16)

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.

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. In secondary schools this includes teaching students about the laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including the Marriage (Same Sex Couples) Act 2013).

The KS3 and KS4 Curriculum is based on three core themes within which there will be broad overlap. Each theme, which is adaptable to the age and ability of pupils, covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

The three themes are:

1. 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.

Year 7

- **Who am I:** *Changing Bodies, Healthy inside and out, where we come from*

Year 8

- **Created and Chosen:** *Appreciating differences, feelings, before I was born*

Year 9

- **The Search for Love:** *Love People, Use Things; In control of my choices, Fertility and contraception*

Year 10

- **Authentic Freedom:** *Self-image; Beliefs, values, attitudes; Parenthood*

2. 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.

Year 7

- **Who am I:** *Family and Friends; My life in screen*

Year 8

- **Created and Chosen:** *Tough relationships; Think before you share*

Year 9

- **The Search for Love:** *Marriage; One Hundred Percent*

Year 10

- **Authentic Freedom:** *Pregnancy and Abortion; Abuse*

3. 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.

Year 7

- **Who am I?** *Living responsibly*

Year 8

- **Created and Chosen:** *Wider World*

Year 9

- **The Search for Love:** *Knowing my rights and responsibilities*

Year 10

- **Authentic Freedom:** *Solidarity*

As well as the above, the following themes are covered within our PSHE lessons; Health and Wellbeing, Relationships and Living in the Wider World. We follow the government guidance which follows five themes:

- Families and people who care for me
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
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Teaching strategies will include establishing ground rules, distancing techniques, discussions, project learning, reflection, active brainstorming, group work, role-play and more.

Assessment

Pupils will be assessed through targeted questioning and through the marking of their work booklet.

Resources

Prep and Senior pupils follow the [Ten Ten Resources](#) programme ‘Life to the Full’. This program is 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.

Parents will be given a log in and access to the programme/resources.

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 lessons in the Primary age range and from the Sex Education aspects of the Senior age range (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 Sex Education (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 teachers of PSHE. In Years 4 - 11, 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	January 2024
Date for Review	January 2025

*Reviewed: VLO, CPE, JSC January 2023; SG, SJ, JS January 2024
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