

St Joseph's Catholic Primary School

Mater Christi Multi Academy Trust
Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community and MAT, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

HRSE Policy

Written by:	Date reviewed:	Approved by:	Date for next review:
Mrs Sarah Bibby	September 2022	Mrs M Calnan	September 2023

Rationale

This policy complies with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019.

At St Joseph's Catholic Primary School we are required to teach Relationships and Sex Education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver RSE. High quality RSE teaching helps to create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviours for life. We are involved in RSE 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 Catholic ideals. At St Joseph's Catholic Primary School, we teach our pupils about how to form 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.

The Statutory Guidance:

'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years. The statutory guidance is available from the DfE <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision.

At St Joseph's Catholic Primary School, we provide a broad and balanced curriculum as stipulated in the National Curriculum. Provision is made for PSHE and HRSE to be taught as discreet subjects, as well as within the curriculum through the teaching of Religious Education, Science and other subject areas. The PSHE Curriculum map is reviewed annually and uses the PSHE Association Scheme of work tailored to the needs and priorities of our school community. HRSE is taught in year Reception to Year 6 using 'A Journey in Love'. The teaching of Puberty is introduced at Year 5. In addition to this, we provide other opportunities to teach HRSE through assemblies, social skills groups and outside agencies such as the school nurse.

Requirements of the Diocese of Lancaster:

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements. (The term sex and relationships should be replaced in policies with human relationships and sex education.)

The key points within this guidance are as follows:

1. All schools must have an up-to-date HRSE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.
2. This should be developed in consultation with parents and the wider community.
3. Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
4. All schools' policies must include how they will teach Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours 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 'love' is used instead) 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 happy, 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. They 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 complement and complete the cardinal virtues and are the way people can reach the "abundant life" (John 10:10) promised by Jesus.

At St Joseph's Catholic Primary School we aim to live out the Gospel values shared in the Beatitudes, throughout the life of school by our daily interactions, in our policies and practices such as Positive Relationships, Religions Education and Worship policies.

We encourage our pupils to treat everyone with respect and compassion, and through our weekly missions shared in whole school worship, we encourage pupils to

show Christ's values as taught through the Gospels, to the wider community. We encourage our pupils to take part in charity work.

Intent

The aim of HRSE is part of our aim to educate the complete human person. 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.

- HRSE should deepen the following areas of understanding.
- To develop self-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 can be 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.
- A strong awareness of their own safety and the nature of consent.
- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

Our HRSE policy 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.

Implementation

At St Joseph's Catholic Primary School, we follow A Journey in Love, a Relationships and Sex education (RSE) resource which teaches pupils about love and sexual relationships following the Catholic Churches teachings and is of Catholic ideals. An aspect of love is revisited in each year group and in each stage, pupils reflect on personal growth and development. Pupils focus on social, emotional, physical and spiritual development. The HRSE policy will be taught by all class teachers through discreet lessons in RE, Worship, Science and through other subjects and approaches such as whole school and class assemblies. Other agencies may be involved to deliver this such as Childline, The NSPCC, Fire service, Police internet safety and the school nurse.

HRSE teaching will use 'A Journey in Love' for Year Reception to Year 6. Elements of the HRSE statutory curriculum not covered by this, will be taught using the PSHE association scheme of work that has been curriculum mapped to the needs of our school. The school will establish key priorities for the teaching of HRSE/PSHE annually. These will be based on the individual needs of the pupils in the school supported by data from Health Care questionnaires, LSIP, Pupil Attitude questionnaires etc.

Inclusion Vision

'There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.' Galatians 3:28

St Joseph's Catholic Primary School is founded on faith in Jesus Christ and the life of the school is centred on his presence. At St Joseph's Catholic Primary School, every member of the school family is regarded as being equal worth and of importance. We endeavour to make sure each class teacher and subject leader understands the meaning of the work inclusion, which recognises differences; meeting the needs of individuals and taking positive action, so that everyone has the opportunity to meet their full potential across the curriculum.

At St Joseph's Catholic Primary School, we are conscious 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 sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue. All staff are sensitive to all children.

SEN

We recognise the importance of ensuring all children can access the HRSE Curriculum and can succeed. There are many approaches to giving support in HRSE, some of which are detailed below:

- Using circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate, and maintain eye contact.
- Try 'informal' seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils' self-confidence and peer support
- Use of variety of good-quality resources including video clips as they provide opportunities to examine topical HRSE issues such as being part of a loving family.

Refer to our SEN policy for further information.

Able, Gifted and Talented

We recognise the importance of providing challenge for those children who are able and gifted in HRSE in order to ensure continued progression and maintain motivation in the subject. There are many approaches to providing challenge, some of which are outlined below:

- Promote creative thinking through higher order questioning when participating in class and group discussion.

- Allow pupils to work collaboratively as part of a research team and give them opportunities for control over deciding which areas to research within the curriculum.

English as an Additional Language

We recognise the importance of providing a rich language based HRSE curriculum so that EAL children can access all aspects of the PSHE curriculum. There are many approaches to providing support, some of which are outline below:

- Giving time to work with EAL children before or during the HRSE lesson to discuss important HRSE vocabulary, concepts and/or processes, where appropriate.
- Present information in a variety of ways to help EAL children understand e.g. watch a clip of young animals and their mother, read and match names of baby animals with their mothers, highlight key vocabulary.

Pupil Premium

We recognise the importance of providing rich opportunities for those children who are entitled to Pupil Premium in HRSE to ensure continued progression and motivation. There are many approaches to providing support, some of which are outlined below:

- Provide opportunities to enrich the curriculum with rich resources to enhance children's understanding.
- Ensure children have opportunities to discuss and talk about their own families and the relationship which are important to them including how to deal with issues such as conflict and how to resolve conflict.

Mobility

There are many approaches to providing support for Mobile children in HRSE some of which are outlined below:

- Ensure children feel safe and secure when discussing issues in HRSE. "Teacher support and peer acceptance have a positive influence on attitudes toward school among children who experience more school mobility" (Gruman, Harachi, Abbott, Catalano, & Fleming, 2008) For example when discussing moral issues ensure peers are supportive of each other's comments and that all know the rules of circle time.
- Spend some time to chat to them about what their home life, what their values are and what they already know surrounding the areas of learning in HRSE. This will be a good indication of where to pitch the HRSE lessons.

Parent/Carer involvement

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

The right to withdraw

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum. Requests for withdrawal should be put in writing to the headteacher. Before granting any such permission, the head teacher will discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept. The head teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision. The school provides an information leaflet to parents/carers to provide further information on understanding Relationships Education. Support materials for home use will be offered.

Vocabulary used

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class through parent/carer information evening. When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box where questions may be asked anonymously. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures. Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. Phrases we will use are: 'I can only answer questions on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers'.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

Dealing with difficult questions

The Governing Body desires that HRSE lessons take place in a positive framework, where students experience a growing appreciation for well-being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information. The HRSE co-ordinator must be given access to train and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies. The Department for Education(2000) offers the following guidelines for dealing with questions.

- 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 prepare 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 essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later
- If a problem 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 received respectful treatment, 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.

Sensitive subjects in HRSE always need 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. The safeguarding framework of the school should frame this, and it is paramount that all staff teaching HRSE 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 following the school's safeguarding policy and confidentiality procedures. (This can be found on the school website)

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns come to light, and these will be dealt with under the terms of the relevant policies.

Teaching HRSE

All staff are involved with fostering attitude, living Gospel values 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 relationship with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

All teachers have responsibility for delivering the HRSE programme to their class. They will be supported at times through assemblies and other agencies such as the school nurse, NSPCC and Child line.

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 and computing. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school.

Impact

The delivery of HRSE will be monitored and assessed using our whole school assessment procedures and in other ways such as reviewing our Behaviour Management policy and procedures.

Assessment

AfL strategies are used throughout the units to assess a child's learning. Teacher assessments include observations, discussions, questioning, activities, events and pupils' work. Evidence Me is used throughout school, to assess HRSE against the learning objectives. This follows the children throughout school to support the next teacher. Pupils work is recorded in floor books, individual workbooks and through Evidence Me.

Monitoring and review

The PSHE/HRSE Subject Leader will monitor learning environments, the standards of children's work and the quality of teaching. At the beginning of each academic year the PSHE/RSE Subject leader will create a subject action plan for the upcoming year which will be updated regularly and rated each term. Pupils and staff will have the opportunity to evaluate PSHE/HRSE education and its impact.