


St Louis Catholic Academy, Newmarket
Part of Our Lady of Walsingham Catholic Multi Academy Trust

Christ at the Centre: Children at the Heart
Loving to Learn: Learning to Love



Relationships & Sex Education Policy
2021-2023

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| Approved by the Committee/Governing Body | 21-4-2021 |
| Signature of Chair of Governors | Kathleen Das and Charles Dore |
| Signature of CEO OLOW |  |
| Review date | April 2023 |

MISSION STATEMENT

Our school strives to be a living Christian Community which values and nurtures each individual through a sound education and encourages responsible attitudes towards our changing world.

Context

This policy is informed by Amoris Laetitia (Pope Francis 2016), guidance from The Catholic Bishop's Conference (Learning to Love March 2017) and the Diocese of East Anglia document, Guidance and Principles for Relationship and Sex Education, issued (January 2018).

Our policy for 'Relationship and Sex Education' has been written in conjunction with the DfE guidance for schools (DfES 0116/2000). This policy is closely linked to our 'Religious Education' policy, and 'Teaching and Learning Policy'.

Mission Statement

By recognising Jesus Christ in ourselves and others, our school strives to be a living Christian Community which values and nurtures each individual through a sound education and encourages responsible attitudes towards our changing world.

Our school mission statement and the teachings of the Catholic Church underpin all teaching and learning within our school.

Relationship education is part of the RE, personal, social and health education (PSHE), PE and Science curriculum in our school. When we inform our pupils about relationship issues, we do this with regard to teachings of the Catholic Church, morality and individual responsibility and in a way that allows children to ask and explore spiritual, social and moral questions. The DfE guidance states that relationship education is about 'understanding the importance of marriage for family life, stable and loving relationships, respect, love and care'. At St Louis Catholic Academy, we value this statement and endeavour to encourage our pupils to understand and respect its importance.

Aims and Objectives

As a school community we recognise that parents have the prime responsibility for teaching their children about Relationships and Sex Education. We will therefore, supplement and support our parents with appropriate programmes of study for all our pupils.

We aim to:

- make the children feel loved, cared for and secure in surroundings where Catholic values are practised and where courtesy, respect and consideration for others are of paramount importance;
- develop a sensible, responsible, factual, basis of knowledge founded on love and the teaching of the Catholic Church;
- guide their understanding that healthy relationships are God's gift to us and should be enjoyed and never abused.

Within our relationship education we teach our pupils about:

- looking after and maintaining a healthy body;
- respecting their bodies;
- the importance of family life;
- building positive relationships with others, involving trust and respect;
- moral questions;
- respecting the views of other people.

In the Science curriculum the pupils at our school learn:

- that animals, including humans, move, feed, grow, use their senses and reproduce;
- to recognise and compare the main external parts and internal organs of the bodies of humans;
- that humans and animals can produce offspring and these grow into adults;
- describe the basic needs of animals, including humans, for survival;
- describe the importance of humans for exercise, eating the right amounts of different types of food and personal hygiene;
- describe the changes as humans develop to old age including puberty;
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

Relationship and Sex Education Curriculum

We teach about the uniqueness of the Human Being and relationships through different aspects of the curriculum. While we carry out the main relationship education in our PSHE curriculum, we also cover relationships in other areas of the curriculum. In particular, Science, PE and RE, which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are changing and developing. We always encourage our pupils to voice their opinions and discuss any issues they may have with other pupils and adults in the room.

Relationship and Health Education in school is taught using **Life to the Full**, produced by the Catholic educational organisation, Ten Ten Resources. The **Life to the Full** programme is based on the structure of 'A Model Catholic RSE Curriculum' by the Catholic Education Service. This model curriculum was highlighted as a work of good practice by the Department of Education so we therefore have confidence that the programme will be fit for purpose in supporting the growth and development of our children. **Life to the Full** is intended to be a partnership between home, school and church. School uses **Life to the Full**, as a means to further develop, support and enrich the partnership between home, school and church so that every child is fully supported.

Parents are provided with access to a parent platform that provides overviews of all modules taught in school by phase group, family prayers that align with the modules and optional home learning extension work.

Teaching and Learning

Class teachers are responsible for the teaching and learning of Relationships and Sex education supported by the RE and PSHE Leader. The majority of lessons will take place within the usual class organisation. It is recommended the teaching of the programme takes place in the summer term in Years 5 & 6, although schools may organise the curriculum to meet its needs.

In Years 5 and 6, the RE leader and/or Head of School will lead the teaching of Journey in Love alongside the class teacher and there will be the opportunity for pupil groupings to reflect the needs of the pupils, eg single gender, individual, access to same gender staff, where appropriate.

Staff will be sensitive to the needs of differing pupils, levels of maturity and personal circumstances. We will ensure equality (Equalities Act 2010) irrespective of disability, SEND, race, nationality, ethnic origin; gender, religion or sexual orientation.

The role of parents

We recognise that parents have the prime responsibility for teaching RSE to their children. As a school we will work in partnership with parents to support them in their responsibility to teach their children about Relationships and Sex Education:

- inform parents about the school's relationship education policy and practice;
- provide a workshop for parents to view materials and ask questions
- provide access to the Ten:Ten parent platform
- answer any questions that parents may have about the relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for relationship education in the school;
- inform parents about the best practice known with regard to relationship education, so that the teaching in school supports the key messages that parents and carers are giving to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the relationship education programme we teach in our school. If a parent wishes their child to be withdrawn from relationship education lessons, they should discuss this with the Head of School and make it clear which aspects of the programme they do not wish their child to participate in. The school will always comply with the wishes of parents in this regard. Children cannot be withdrawn from those aspects of the curriculum covered by the Science National Curriculum.

The role of other members in the community

We encourage other valued members of the community to work with us to provide advice and support to the children with due regard to health education. In particular, our school Chaplain and members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our relationship education programme. The school will make every effort to ensure visitors, materials and content is consistent with the teaching of the Catholic Church.

Confidentiality

Teachers conduct relationship education lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved (or being likely to be involved in) sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they have been victims of other forms of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Head of School will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding & Child Protection).

The role of the Head of School

It is the responsibility of the Head of School to ensure that both staff and parents are informed about our relationship education policy and that the policy is implemented effectively. It is also the Head of School's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships effectively and handle any difficult issues with sensitivity, in accordance with Catholic teaching. The Head of School liaises with external agencies regarding the school relationship education programme and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework (see CES guidance on external agencies).

The Head of School monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Assessment, monitoring and Review

Relationship education has three main elements:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

These areas will be monitored by the class teacher and any notes made, will be in the class teachers short term planning. As a school we assess relationship education through pupil self-assessment, peer-group assessment and teacher assessment (see also our PSHCE policy).

It is the responsibility of the RE Leader supported by SLT to monitor relationship education and provide feedback, if necessary, to the class teachers.

A member of the governing body will monitor the RSE teaching and learning annually through discussions with members of staff, pupil perception interviews and parental feedback. The responsible governor will report to the full governing body annually with evaluations and recommendations for development.

This policy will be reviewed on a two-year cycle, led by the RE and PSHE curriculum leaders in consultation with governors, staff and parents. If the policy appears to need modification, then the RE and PSHE curriculum leaders will report its findings and recommendations to the full governing body. Any changes will then be referred to the Diocese for ratification.

This policy will be reviewed in 2023

EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

| | | Yes / No | Comments |
|----|--|----------|----------|
| 1. | Does the Policy/Guidance affect one group less or more favourably than another on the basis of: | | |
| | Age (for policies affecting staff) | N/A | |
| | Disability | N | |
| | Sex | N | |
| | Gender reassignment | N | |
| | Pregnancy/maternity | N | |
| | Race (which includes colour, nationality and ethnic or national origins) | N | |
| | Sexual orientation | N | |
| | Religion or belief | N | |
| | Marriage / civil partnership | N | |
| 2. | Is there any evidence that some groups are affected differently? | N | |
| 3. | If we have identified potential discrimination are any exceptions reasonable, legal and justifiable? | N | |
| 4. | Is the impact of the policy/guidance likely to be negative? | N | |
| 5. | If so, can the impact be avoided? | N | |
| 6. | What alternatives are there to achieving the policy/guidance without the impact? | N | |
| 7. | Can we reduce the impact by taking different action? | N | |

Equality Impact Assessment carried out by:

Date: