



St. Mary's Catholic Primary School

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Monday 8th February 2021

Dear Parents

RE- Consultation on Relationship and Sex Education (RSE)

The Department for Education has announced changes to relationships and sex education (RSE). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

These changes came into effect as of September 2020 and all schools are required to comply with the updated requirements by the beginning of the summer term 2021.

This means that all children will be required to receive Relationships Education in Primary School. For all schools, Sex Education as part of the science curriculum remains the same. Sex Education as part of RSE for primary is not compulsory, however schools may choose to deliver this as part of a timetabled PSHE programme.

In light of these changes, we are now consulting with parents, governors and staff on how we can make sure that our RSE curriculum policy meets the new requirements, as well as the needs of our pupils. We have worked carefully to make sure that this reflects:

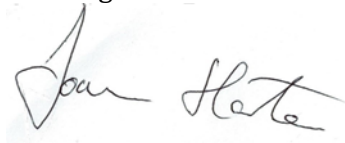
- Our pupils' age and maturity levels
- The values of our schools
- Every pupil's learning needs
- What pupils need to know to be healthy and safe in school, in their personal relationships and in the wider world

We have now updated our RSE policy and have a proposed new curriculum, using guidance and documents from Westminster Diocese. We have been researching various programmes that are available and have decided to adopt Life to the Full by Ten Ten Resources. Ten Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work.

All documents relating to the consultation, including the updated policy, can be found at are attached and on the school website.

To take part in the consultation you should e-mail us your comments so these can be considered during the consultation period. The e-mail address is: governors@stmarys.hounslow.sch.uk The deadline for responding to the consultation is Monday 22nd March 2021.

Kind regards

A handwritten signature in black ink, appearing to read 'Miss Harte', written on a light blue background.

Miss Harte
Headteacher



Programme Overview

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community	
TOPIC	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
KEY STAGE ONE	We are made by God and are special	We are unique with individual gifts, talents & skills	A language to describe feelings	Stages from birth to death	We are part of God's family	Positive and negative relationships	Safe and unsafe situations, including online	God is Father, Son and Holy Spirit - a community of love	Communities we belong to
	We are all God's children	The differences between boys and girls	We all have different likes and dislikes		Jesus cared for others	Identify special people in their lives	Resisting pressure when feeling unsafe	Scripture reference to living in community	How we impact on our communities
	Our bodies were created by God and they are good	Names of external body parts	Difference between feelings and actions		We should love others as Jesus loved	Respecting different family structures	Difference between good and bad secrets	Jesus' teaching on who is my neighbour	Other people and living things have needs and responsibilities
	Giving thanks to God	Personal hygiene and a healthy lifestyle	Managing feelings and behaviour			Appropriate and inappropriate behaviour	Physical contact and exploitation		What harms and improves the world
	The Sacrament of Baptism		Choices and consequences			Teasing and bullying	Where to go if worried or in need of help		Responsibility for own health and health of others
LOWER KEY STAGE TWO	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
	We are made in the image and likeness of God	Being different is not always easy	Physical, mental and emotional health	Stages in the development of a human being	The Church family: school, parish, diocese	Responding to positive and negative relationships	Responsibility for self and others	The Church is the Body of Christ	National, regional, religious and ethnic identities
	We are children of God	Self-confidence and self-esteem	Media influences		Jesus' teaching on forgiveness and reconciliation	Different types of relationships	Using technology safely	God is Trinity - a community of persons	



Programme Overview

LOWER KEY STAGE TWO	God has created us for a purpose	My purpose in the world	Unacceptable, unhealthy and risky behaviour			Awareness of bullying and cyber-bullying	Images, language and behaviour	Catholic Social Teaching	
	Life is precious and your body is a gift from God	Body changes and developments	Emotional change			Harrassment and exploitation	Physical contact and exploitation		
	Relationship with God through prayer & worship	Names of body parts	Extend vocab to understand range of feelings			Dealing with pressure in relationships	Where to go if worried or in need of help		
	Understanding Sacraments					Changes in life (eg loss, separation)			
UPPER KEY STAGE TWO	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
	We are made in the image and likeness of God	My God-given purpose in the world	Physical, mental and emotional health	How a baby grows in the mother's womb	What the Sacrament of Marriage means.	What happens when relationships go wrong	Independence and responsibility	The Church is the Body of Christ	National, regional, religious and ethnic identities
	We have innate dignity	Similarities and differences between people	Media influences			Different types of relationships	Staying safe online	God is Trinity - a community of persons	Cultural practices that are against British law and universal rights
	We have a God-given vocation	Everyone expresses their uniqueness in different ways	Unacceptable, unhealthy and risky behaviour			Staying safe online	Images, language and behaviour	Catholic Social Teaching	
	Life is precious and your body is a gift from God	Changes experienced during puberty	Emotional change through puberty	The nature and role of menstruation in the fertility cycle		Physical, emotional and sexual abuse	Physical contact and exploitation		
	Relationship with God through prayer & worship	Making informed choices which impact health	Extend vocab to understand range of feelings	How life is conceived		Dealing with pressure in relationships	Where to go if worried or in need of help		
	Understanding Sacraments					Changes in life (eg loss, separation)			

St Mary's Catholic Primary School
RSE Policy Review November 2020 Draft 1



Mission Statement:

Living and learning, inspired by our faith.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education. We set out our rationale for and approach to relationships and sex education in the school.

Defining Relationship and Sex Education (RSE):

The DFE Guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.” (Sex and Relationship Education Guidance, DfEE, 2000). It is about the development of the pupil’s knowledge and understanding of his or her as a sexual being and how it affects them. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.” Effective RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.

Statutory Curriculum Requirements:

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

However, the reasons for our inclusion of RSE go further.

Rationale:

“I have come that you might have life and have it to the full.” (Jn 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 uniqueness of the human person who is 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 faith is the Trinity, Father, Son and Spirit in communion, united in loving relationships 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 relationships as it is there that sexuality grows and develops.

Following the guidance of Bishops of England and Wales and as advocated by the DFE RSE will be firmly embedded in the PSHCE 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 something that will be positive and show care and consideration for the future. This will show 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. Support will be provided to help pupils deal with different sets of values.

Our programme encapsulates 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.

RSE will be taught in accordance with the principles set down in other relevant school policies such as Equal Opportunities and Inclusion. The school will use the Ten Ten Resource 'Life to the Full' to deliver RSE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Aim of RSE:

Our Mission Statement commits us to the education of the whole child (spiritual, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, 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 with a "positive and prudent sexual education" (Gravissimum Educationis 1) 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;
- being patient and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- 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 marriage and the importance of marriage and family life;
- the Church's teaching on relationships and the nature and meaning of sexual love;
- 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;

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 and is taught in such a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying), use of prejudice-based language and how to respond and ask for help.

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 pupils, irrespective of disability, educational needs, age, race, nationality, ethnic or national origin, sex, gender, religion or whether they are looked after children. (As referred to in the school Equality policy/obligations)

Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross curricular dimension and a specific relationships and sex curriculum.

Life to the Full is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God- created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

- Religious Understanding

- Me, my body, my health
- Emotional well-being
- Life cycles

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding
- Living in the Wider World

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 and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed 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. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the **right to withdraw** their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. 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.

Roles and Responsibilities:

Governors

In accordance with the Education Act, 1993 the governing body will keep up-to-date with the school's policy for RSE, in consultation with parents and will make copies available to them. They will make known to parents their right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory Science National Curriculum.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress; they should actively contribute to the 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.

Parents

The school recognises that parents are the prime educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in RSE in terms of content, delivery and timing.

Monitoring and Evaluation

The RE subject leader, the PSHE subject leader and the Science subject leader will monitor provision of RSE in the school.

Written: November 2020
Review date: November 2021
Agreed by FGB.....

Consultation

Sex and Relationship Education

Progression through Foundation Stage, KS1 and KS2

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that they are created uniquely from God and that their body is a gift from God	To understand some basic hygiene principles	To introduce the concept of male and female and gender stereotypes	To know scientific words for private parts and these determine the gender of a baby.	To explore the human life cycle and to value themselves as a child of God and their bodies are a gift to them.	To explore the emotional and physical changes occurring in puberty	To describe how and why the body changes during puberty in preparation for reproduction
To learn that babies grow into adults.	To know that we are different and to recognise themselves as male and female (boys and girls)	To identify differences between males and females and God has made us all unique and we are all different but special to Him	To consider touch and to know that a person has the right to personal space.	To know that during puberty the body changes from a child into a young adult	To understand male and female puberty changes in more detail	To consider reproduction in the context of relationships and married family relationships.
To know the main parts of the body.		To explore some of the differences between males and females and to understand how this is part of the lifecycle (Humans reproduce)	To explore different types of families and who to go to for help and support	To know why the body changes during puberty	To explore the impact of puberty on the body and the importance of physical hygiene	To describe the decisions that have to be made before having a baby and to know that babies are precious gifts from God.
To know that family and friends should care for each other.		To describe the physical differences between males and females.		To identify some basic facts about pregnancy	To explore ways to get support during puberty and to know that we are unique and God loved and accepts us as we are and as we change.	To explore the process of conception and that they are part of the wonder of God's creation.
Learnt that babies have special needs and our parents look after us.				To know about the physical and emotional changes that happen in puberty		To appreciate what being a parent involves and babies have special needs.
				To know that each person experiences puberty differently		