



St Monica's Catholic Primary School
...a small school where big things happen...



Relationship Policy

Policy Reviewed:	September 2020
Policy approved by Governing Body:	November 2020
Review Cycle:	2-yearly
Date of Next Review:	Autumn 2022

Policy addendum:

*The following changes below were made to this Policy:

- a. Policy was renamed Relationships Policy, Sex and Relationship Education Policy following changes to regulation
- b.
- c.

Signed: *HTzortzis* Designation: SEAL/PSHE Coordinator Date: 23/09/2020

1 Introduction

- 1.1 Our school's policy on Relationship Education is based on the requirements of the Education Act 2002, section 403 of the Education Act 1996, the Learning & Skills Act 2000 and the DfEs statutory guidance from the Department for Education 2019. Our policy is also in line with the doctrine of the Catholic Church and we take into account the Diocese of Westminster Education Service model (2019), which has been provided to all Catholic schools. This continues to be the recommended RSE guidance under the current government (from 2013).
- 1.2 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.
- 1.3 In the DfE guidance document, RSE is defined as enabling 'schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society'. The guidance states, RSE can 'help prepare pupils for the opportunities, responsibilities and experiences of adult life'.
- 1.4 The Diocese of Westminster Education Service model (2019) states that 'Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.'
- 1.5 The Diocese of Westminster Education Service also states, 'Whilst promoting Catholic virtues, we 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.'
- 1.6 Relationship Education is part of the personal, social, health and economic education (PSHE) curriculum in our school. We have therefore also used the PSHE Association's Programme of Study to help inform the content of our Relationship Education lessons. When we inform our pupils about relationship issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

2 Aims and objectives

- 2.1 We teach children about:
 - scientific anatomical names
 - puberty and the physical development of their bodies as they grow into adults;
 - the way humans reproduce;

- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- that there are different types of families, all of which have equal value;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

3 Context

3.1 We teach about relationships in the context of the teaching of the Catholic church. While Relationship Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral and spiritual code, and of the values which underpin all our work. We teach Relationship Education on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
 - ☐ children need to learn the importance of self-control.

4 Organisation

4.1 We teach about relationships through different aspects of the curriculum. While we carry out the main teaching of relationships in our PSHE curriculum, we also do some relationship work through the statutory science curriculum and other subject areas, such as PE. We also talk about loving relationships within our R.E. syllabus. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2 In PSHE, we teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

4.3 Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

4.4 We liaise with the Local Health Authority about suitable teaching materials to use with our children in Relationship Education lessons. Teachers do their best to answer all questions with sensitivity and care.

5 The role of parents

5.1 The school is well aware that the primary role in children's Relationship Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's Relationship Education policy and practice;
- 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;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- 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 give to children at home;
- make the Relationship Education resources used in our lesson available for viewing.

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.

5.2 Parents have the right to withdraw their children from all or part of the Relationship Education taught in the school except for those parts included in the statutory National Curriculum. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from Relationship Education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our Relationship Education programme.

7 Confidentiality

7.1 Teachers conduct Relationship Education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

8 The role of the headteacher

- 8.1 It is the responsibility of the headteacher 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 Headteacher'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.
- 8.2 The headteacher liaises with external agencies regarding the school SRE 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.
- 8.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

- 9.1 The Curriculum Committee of the governing body is responsible for monitoring the delivery of our Relationship Education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Relationship Education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of our Relationship Education programme.
- 9.2 This policy will be reviewed every two years, or earlier if necessary.

Signed:
Chair of Governors



Date: 9th November 2020