**RSE Policy**

**Relationships and Sex Education Policy**

MISSION STATEMENT

LOVE JESUS

LOVE LEARNING

LOVE EACH OTHER

*“We are a learning community promoting the Gospel values of mutual trust, care and respect.”*

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald’s

**Equality Scheme**

Definition: Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. (DfEE 0116/2000).

**Rationale**

 ‘I have come that you might have life and have it to the full’ (Jn. 10.10)

1. Stemming from our vision of what it means to be human, we seek to educate the whole person: spiritually, intellectually, morally, emotionally, psychologically and physically towards Christian maturity.

2. We acknowledge that SEAL, PSHE and Citizenship as well as Sex and Relationship Education are all underpinned by theology of relationship and so are all encompassed in the title ‘Relationships and Sex Education’.

3. We support the recommendation of the DFES to root SRE within the wider PSHE and Citizenship framework and to have an overall policy entitled ‘Relationships and Sex Education’.

4. In response to the exhortation of the Bishops of England and Wales we recognise our important role in Relationships and Sex Education.

**Relationships**

5. The objective for Relationships and Sex Education is to help and support young people through their physical, emotional and moral development.

6. We acknowledge the need to address issues raised by the actual experiences of pupils today in the context of their Catholic Faith.

**Aims of EPR**

• To encourage pupils’ growth in self-respect, acknowledging we are all created in the likeness of God.

• To help pupils develop an understanding that love is the central basis of relationships.

• To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect the differences between people.

To develop pupils’ confidence in talking, listening and thinking about feelings and relationships.

• To help pupils to acquire the skills necessary to develop and sustain relationships.

• To offer sex education in the wider context of relationships.

• To ensure that pupils protect themselves and ask for help and support when needed.

• To ensure that pupils are prepared for puberty and to take responsibility for their personal hygiene.

• To help pupils to develop a healthier, safer lifestyle and how to manage in socially awkward situations.

• To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

• That our spiritual relationship with God links together and transforms all aspects of our person.

• The basics of authentic friendships with others and God.

• To identify when confidentiality is/ is not appropriate.

**Delivery of RSE**

RSE is taught through:

RE and Science along with other areas of the curriculum by way of cross-curricular, integrated approach.

All elements of PSHE and Citizenship, whilst non-statutory at Key Stage 1 and 2 are covered.

The exception to an integrated approach is during the Summer term in Y5 and Y6 when pupils follow the resources recommended by the Archdiocese – ‘A Journey in

Love.’ Teachers deliver these lessons with parents being given the opportunity beforehand to see the materials.

We also acknowledge that every area of school life can potentially contribute to RSE as the school, of its very nature operates through positive human relationships.

All staff realise the obligation to deliver RSE in their role as class teachers or support staff. Staff also recognise the need for close co-operation with each other and other subject areas in order to ensure a holistic approach to RSE.

We recognise that RSE requires sensitive teaching which is matched in particular by the specific needs and concerns of pupils.

Teachers will use their professional judgement when addressing issues in RSE and careful consideration will need to be given to the inevitable wide and varied experience and backgrounds of the pupils in the class.

All teachers involved in RSE are required to be sensitive, credible and consistent.

All pupils are given equal access to RSE, including Sex Education, within the curriculum.

**The Governing Body**

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the EPR programme follows Diocesan principles and reflects the Church’s teaching.

**The Role of Parents**

‘The church has always recognised that it is the privilege and responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.’ (Bishops’ Low Week Meeting 1994)

The Governing body fully subscribes to the views expressed by the Bishops’ conference. The Governors will always strive to ensure that:

• Parents are supported in their task whilst recognising that they are the key

• Parents are consulted and kept informed of the RSE programme and its contents and any subsequent developments.

**Child Withdrawal**

It is our hope that parents would wish pupils to be involved in the schools programme of sex and relationship education. However, we recognise parents have the right to withdraw their children from this but not from the areas which are required by National

**Curriculum Science**

Parents with concerns are invited in the first instance, to arrange an appointment with the school to discuss these concerns and see if they can be resolved. If the matter remains unresolved, parents need to notify the Governors of their intentions to withdraw their child from the sex education programme.

**INCLUSION**

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**Assessment Recording and Reporting**

A record is kept in the teacher’s planning of the delivery of RSE.

Reporting is carried out in the Governors Annual Report to Parents and in the pupil’s end of year reports under Personal and Social development.

**Monitoring and Review**

This policy will be monitored annually by Miss Kernig and the R.E subject leader and will be reviewed by the Governing Body on a regular basis.

Any change will be discussed with parents before being implemented.

This policy should be read in conjunction with the Spiritual and Moral Policy, and PSHE and C Policy.

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