



## St Joseph's Catholic Academy, Matlock

### RELATIONSHIP & SEX EDUCATION POLICY

*For nothing will be impossible with God*

**Luke 1:37**

St Joseph's is a place of learning where we grow in faith and feel safe, loved, and encouraged each day.

We value each and every one, knowing that we are stronger when we work together.

Through our virtues, we show care and respect for our family, our friends, our neighbours near and far and our Common Home.

We try to live like Jesus, with God and Saint Joseph by our side.

#### **At St Joseph's, we aim:**

- To encourage all the members of our community to grow daily in the knowledge and love of God
- To work to develop everyone as a whole person – spiritually, morally, socially, culturally, intellectually, and physically
- To encourage an appreciation of the need for compassion and good citizenship within our society
- To serve the Gospel, while demonstrating that differences of place, language, race and culture are gifts to be celebrated, not boundaries to divide.

#### **What is Relationship Sex Education (RSE)?**

In the academic year 2020/21, Relationships Education and Health Education has become statutory in all primary schools in England. As a Catholic school we hold firm beliefs in the value of family life and loving stable relationships. We recognise the importance of moral values which form the basis for all that we do. Effective Relationship and Sex Education (RSE) is essential if young people are to make responsible and well-informed decisions about their lives. RSE is concerned with helping and supporting young people through their physical, emotional, and moral development. In the early years it will focus on friendship, bullying and building self-esteem. This will progressively move towards the explanation of puberty and how we change as we grow up, both physically and emotionally, and how life is created through God's loving plan. It is intended to encourage children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. God's love is the model for our human love, and this requires right and loving relationships. In developing our education of relationships, therefore, the following approach is encouraged:

- Parents are the first teachers of their children.
- It should be a developmental programme.
- It should be a whole person approach to educating.
- It should be a whole school approach to educating.



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- We use The **Life to the Full** programme by Ten Ten Resources. It is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education

### **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 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 Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son, and Spirit in communion, united in loving relationship 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 relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE 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 good news and will be positive and prudent, showing 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. It will also prepare pupils for life in modern Britain.

### **Aims of Relationships and Sex Education (RSE):**

The aims of RSE are to enable the children to learn:

- that they are unique and made in the image of God
- that physical and emotional growth is common to all of us
- to accept and respect themselves
- to have knowledge and understanding of the physical development of males and females
- to introduce children to the correct names for all parts of the body
- to prepare children for puberty
- to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- to teach the viewpoint of the Catholic Church

### **Objectives of Relationships and Sex Education (RSE)**

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, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely.
- assessing risks and managing behaviours to minimise the risk to health and personal integrity.

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love.
- the Church's teaching on marriage and the importance of marriage and family life.
- 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.
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.

- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **How will Relationship and Sex Education be taught at St Joseph's?**

After discussion, it was agreed by the Head-teacher, staff, governors, and parents that RSE would be taught by the class-teacher as part of these curriculum subjects.

RE 'To see you more clearly' scheme

PSHE – through our personal development scheme

Science

RSE will be taught through a carefully designed personal development programme, using the **Life to the Full** programme which is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. The subject matter will be dealt with sensitively as we are aware that our children come from a range of family backgrounds. Care will be taken to ensure no stigmatisation of children based on their home circumstances.

### **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; for example, their own sexual orientation, faith, or culture and is taught in 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 cyber-bullying), 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 the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **Parents and Carers:**

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 by letter 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 consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review, and evaluation. They will be able to view the resources used by the school in the RSE programme. Teachers will share what each class is covering via class dojo. 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 continue to have ***the right to withdraw*** their children from Sex Education 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.

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

### **Roles and Responsibilities regarding RSE:**

#### **Governors**

- draw up the RSE policy, in consultation with parents and teachers.
- ensure that the policy is available to parents.
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs.
- ensure that parents know of their right to withdraw their children.
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used.
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

#### **Headteacher**

The Headteacher (Mrs Carr) takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

#### **RSE Co-Ordinator**

The co-ordinator (Mrs Webster) with the Headteacher (Mrs Carr) has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.



### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and 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. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **Monitoring and Evaluation:**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. Teachers will assess children's work in RSE both by making informal judgements as they observe them during lessons and by completing assessments of their written work.

The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

This policy should be read in conjunction with the following policies:

- RE Policy
- Health and Safety Policy
- Child Protection Policy
- Behaviour Policy
- Curriculum Policy

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