



Cranmore Relationship and Sex Education Policy

Cranmore's mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

Foreword from Bishop Richard Moth

“The Church as a mother is under an obligation to provide for its children an education by virtue of which their whole lives may be inspired by the spirit of Christ.”

These words, from Decree of the Second Vatican Council on Education, speak of the motivation for our Catholic schools. Our schools are places where the relationship with Christ, to which all are called, enables those we educate to take their place in the Church and Society conscious of their dignity as children of God.

Our schools provide the “principal means of helping parents to fulfil their role in education.” In entrusting their children to our schools, parents provide them with the best possible start in life, grounded in the deepening of their faith through prayer and the recognition of the presence of God in all things.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic schools. To this end, RSE is rooted in the Catholic Church's teaching of the human person and firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

I am pleased to commend this RSE policy to you and am confident you will find it both invaluable and reassuring as you prepare for the new academic year.

With every Blessing,

I have come that you might have life and have it to the full'
John 10:10

Loving for life

This policy has been written in accordance with our School's mission statement which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential and create a safe working environment where there is mutual respect and trust amongst everyone.

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE).

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

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

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will acknowledge that all pupils have a fundamental right to have their life respected and their views listened to and responded to in order to ensure that their confidence and self-esteem will be strengthened (DfE SRE Guidance 2000 page 7).

Teaching high quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

It is essential that RSE is communicated to and taught in conjunction with the parents of our pupils, as we recognise that parents are the natural primary educators of their children and they are the experts on the development of their own children. The views of all parents are actively sought, allowing their voice to be heard and responded to. ***'For the working relationship between school and families to be realised, views and opinions that are not the same as those held in school should be discussed so that any perceived barriers are overcome.'*** (Good practice example - Cale Green Primary School Ofsted Feb 2015.)

General Principles/Introduction

The Governing Body of Cranmore, believes that Relationship and Sex Education (RSE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through RSE, children come to understand more about themselves, others and the beauty of Creation.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Easter term 2017. This policy will be reviewed every two years by the Headmaster, RSE Co-ordinator, Head of RE/ PSHE the Governing Body and staff.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

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"¹. It is about the development of the pupil's knowledge and understanding of them as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

Working with Parents

As set out in the Baptism Rite, schools recognise that parents are the first and foremost educators of their children. We do acknowledge that the Education Act 1993 gives parents the right to withdraw their child from any, or all, of the school's Relationship and Sex Education programme although certain elements are covered under the Science which is the statutory entitlement of all children. We also recognise that good communication and consultation with parents is vital and they are invited to review the school's policy and view all materials used to deliver RSE annually. Support in talking to their children will be offered to parents where necessary and if requested.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aims of Relationship and Sex Education (RSE)

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

Furthermore, our school aims state that 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 and young people with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Aims

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and 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 similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents and describe the changes as humans develop to old age.
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.
- 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.

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;

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;

DELIVERY OF RELIGIOUS & SEX EDUCATION

We intend that the school's RSE shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's EPR programme, Personal, Social and Health Education (PSHE), Citizenship, Religious Education programme (The Way, the Life and the Truth).

All pupils will be taught the significant aspects of RSE that remain as statutory elements of Science. Parents are **unable** to withdraw pupils from these statutory sessions.

Key Stage 1 (5-7)

Statutory

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
- notice that animals, including humans, have offspring which grow into adults;
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air); and,
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance (non-statutory)

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult;
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 (7 – 11)

Statutory

- describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and Guidance (non-statutory)

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Key Stage 3 (11-14)

Relationship and Sex education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.

Statutory

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Assessment and Recording

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the RSE co-ordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

Dealing with sensitive issues and responding to questions

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

ROLES AND RESPONSIBILITIES

Safeguarding Procedures

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated child protection officer in school.

Parents

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

As a Catholic school, we provide the principal means by which the Church assists parents in educating their children. Parents will be informed by email 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. 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 in Key Stage 3. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headmaster. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lies with the Headmaster in conjunction with:

- Jessica Schembri as the SMT member responsible for pastoral matters
- Stephen Jakubowski as Head of Religious Studies
- Fergal O'Neill as PSHE co-ordinator (Senior Department)
- Clare Green as PSHE co-ordinator (Junior Department)

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

RESPONSIBILITY FOR TEACHING THE PROGRAMME (contd)

External Visitors

Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher

led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to the code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'4.

4 Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Governors

In accordance with the Education Act of 1993 the Governing Body has the responsibility to keep up to date 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 the RSE provided at school, except for those parts included in the statutory elements of Science.

There will be a named Governor to aid the implementation and development of the RSE programme.

Headmaster

The Headmaster 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 with the head teacher 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

RESPONSIBILITY FOR TEACHING THE PROGRAMME (contd)

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training has been made available to all staff teaching RSE and will continue to be reviewed and developed.

Programme

Cranmore has agreed to follow the programme 'A Journey in Love' as recommended by the Diocese of Arundel & Brighton alongside our trained RSE Coordinator Stephen Jakubowski and Governor Michael Agius.

Teaching will be whole class, mixed gender learning, with the opportunities for a separate boys and girls forum to facilitate the needs of the individual child if necessary or requested.

Children with Special Educational Needs and disabilities (SEN - D) will have support in varying ways depending upon their individual needs and in consultation with their parents.

Monitoring and Evaluation

The Governors of Cranmore have formally adopted this policy for RSE. It will be reviewed annually by the Governors and the Headmaster.

Signed by the Chairman of Governors
for and on behalf of the School

Date