

March 2025



**All Saints CPS**

# **All Saints Catholic Primary School RSE Policy**

# All Saints Mission Statement

At All Saints Catholic School we learn together in a Caring, Sharing, Loving environment working in partnership with Parents and Parish to ensure each child develops spiritually academically, morally, physically and socially. Children are valued as individuals and encouraged to strive for self- improvement whilst remaining sensitive to the needs of others.

We endeavour to promote a welcoming community based on trust and mutual respect, where all individuals feel that they are valued and belong.

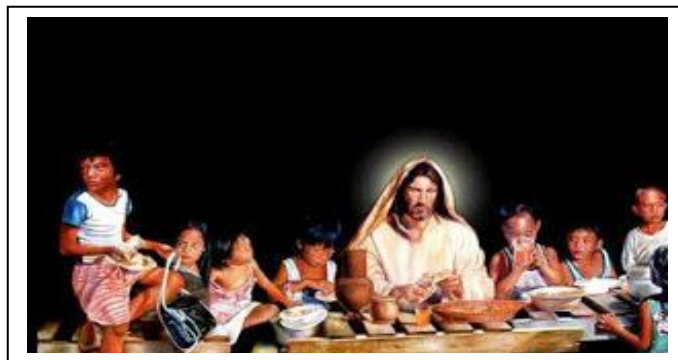
We develop our spirituality through prayer, reflection and celebration whilst living out our Faith.

The school is committed to the widest and fullest education, encouraging each child to develop their full potential in fun and exciting learning activities.

As we journey together with Christ, we seek to create the joy and wonder of learning through celebrating God's love in our lives.

## **Our Vision for Relationship and Sex Education.**

**At All Saints we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our lives. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be fulfilled too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.**



## **Procedures**

The following groups have been consulted as part of producing this policy:

Staff

Governing Body

Parents

Diocesan Education Service

In consultation with the Governing Body of All Saints Catholic Primary School, this RSE policy will be implemented and reviewed every two years, by the Head teacher, R.E. Co-ordinator, Governing Body and School Staff. The next review date is Sept 2022.

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus should contain a statement about RSE teaching and details of where to obtain a full copy of the policy upon request. The Diocesan Director of Education/Director of RE will be sent a copy of the school's RSE policy and it is the duty of the Governing Body to ensure that this is up to date.

## **Rationale**

As a Catholic primary school in the Province of Cardiff, Minerva, Wrexham and Herefordshire, we use the term Relationship and Sex Education (RSE) as we believe that sex education is set in a wider context of relationship education that is all about aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole. For example:

The defining belief of Christianity is that God took on human form. This endows the human person with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual – our bodies are the dwelling place, the 'temple' of the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief, which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church educates young people as part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility that teaching about Mathematics or English. At All Saints we teach young people about how to grow in relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God-given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31) This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with "Fit for Mission? Schools".

**Legal guidelines suggest that relationship and sex education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well-being, including sexual health. We support all these aims in educating about relationships and sex education by incorporating them into the wider understanding of human relationships and human formation as reflected in the relevant CBEW and CES RSE Guidance.**

### **Statutory Framework (Wales)**

Legal framework for SRE became a compulsory part of the basic curriculum in all secondary schools under the Education Act 2002. Primary schools are required to have a policy on SRE outlining the details of their SRE programme or explaining their decision not to provide SRE. It is the recommendation of the Welsh Assembly Government that schools have a graduated programme of SRE tailored to the age and emotional maturity of children and young people.

### **GOVERNMENT GUIDANCE ON PSHE**

A framework published by the Welsh Assembly Government in 2008 outlined PSE provision for 7-19 year olds. The five themes of the framework are:

- active citizenship;
- health and emotional well-being (which includes SRE);
- moral and spiritual development;
- preparing for lifelong learning;
- sustainable development and global citizenship.

### **GOVERNMENT GUIDANCE ON SRE**

The Welsh Assembly Government published guidance in 2010. This includes the legal context, the development of school policy, topics to be covered, learning and teaching strategies, dealing with sensitive issues, and the importance of working in partnership with parents, carers, and the wider community.

### **Virtues and Values**

Gospel virtues and values underpin the RSE curriculum. The Christian tradition describes behaviour or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as

they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach “the abundant life” (John 10:10).

At All Saints Catholic Primary School we live out the Gospel values shared in the Beatitudes, throughout the life of school by staff modelling Gospel values and virtues, children are encouraged to do the same and they progress in knowledge about moral behaviour throughout their time at school. We have begun to implement the Jesuit Pupil profile and study a different virtue each half term. Children are encouraged to say thank you to God, be happy and cheerful, to care about other people and know how Jesus cared for others and think about their behaviour. We value kindness. Children are encouraged to evaluate their behaviour and give reasons for the choices they have made. We try to encourage a restorative approach to behaviour. As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God.

We have a dedicated prayer area inside and outside the school to encourage pupils to pray and provide opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth. By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

### **The aim and Objectives of RSE**

The aim of RSE is part of our aim to educate the complete human person. This is expressed in Fit for Mission. Schools (2009) as follows:

*The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.*

*This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values find their fullest perfection’ (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families and staff.*

### **RSE should therefore deepen the following areas of understanding:**

- To develop self-knowledge, and respect and love of self;
- To invite young people to develop and deepen a loving relationship with God;
- To invite young people to understand that their life has a purpose;

- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this is an expression of God's love;
- To foster and understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood that is appropriate to the stage of maturity of the young people;
- A strong awareness of their own safety and the nature of appropriate consent;
- To have an understanding of the law in England and Wales about Equality and Marriage, appropriate to age and maturity.
- We will seek to develop attitudes of awe and wonder for the gift and beauty of self-respect for each other as children of God and rejoice in the goodness of God's creation.
- We will seek to develop attitudes of responsibility towards others, and ourselves recognising the dignity in all.
- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's Prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will foster an atmosphere in school, which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

## Inclusion

- At All Saints we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and background. Lessons are framed by this understanding and young people encouraged respecting each other in their differences, and developing an approach of dialogue. Teachers, Intervention Assistants and safeguarding officers will be identified to offer support and contact outside services as required for young people who require or request additional needs or support.

## Equality

- The Governing Body has wide obligations under the Equalities Act 2010 and will work to ensure that All Saints School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. The school has an Equality Policy, which is updated biannually.

## Programme of Study

- The Archdiocese of Cardiff recommends appropriate resources to its family of schools in its RSE guideline. **The school will be using The Fertile Heart scheme of work for years 4 to 6 as the main programme of study, enriched with a variety of approved supplementary resources such as "TEN TEN" for the delivery of lessons as appropriate. This will ensure the correct delivery of the mandatory Diocesan RSE curriculum. Approved resources for years 1,2, and 3 are in the form of the book "Getting to know yourself" and "my body and me."** It is envisaged that these programmes will be taught in discreet lessons, particularly R.E. and science but will also be embedded into the ethos of the school through assemblies, classroom discussions with Jesus at the centre of all relationships in school. The programme of study is based on the understanding of the Church in relation to human nature and human sexuality, and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and allow children to express alternative viewpoints where they hold such views.
- At All Saints, RSE will be taught primarily by the class teacher. There will be a wide range of teaching strategies used and clear ground rules for discussion will be established. Parents will be informed of the new HRSE policy when it is placed on the website. Lessons will always take account of the safeguarding policy. Wellbeing will be monitored through our PASS (*Pupils attitudes to self and school*) surveys and check- ins to encourage children to be responsible for the choices they make.

## Parents

- The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing (where needed) the work of parents, furnishing children and adolescents with an evaluation of "sexuality as value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human

Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our schools, we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before the governing body ratified it. The policy will be placed on the school website and parents informed. Any issues that arise will be discussed with the Governing Body before the full policy is ratified. Parents are informed of their right to withdraw their children from RSE lessons, (though they are not able to withdraw their children from statutory science lessons). Should parents wish to withdraw their child(ren) they must contact the Headteacher. The school will involve and support parents in learning about RSE by (such as, sharing the programme of study/published resources to be used, texts when visitors are coming to school), information in school prospectus and on school website, listening to questions etc.) Information about RSE is contained in the school prospectus and the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, texts will be sent home. **Parents will have access to our resources including Fertile heart content and can choose to talk about some of the topics at home with their children should they wish to do so.**

### Teaching RSE

- The Head teacher will be responsible for leadership, co-ordination and monitoring of the programme. Monitoring will also be by the RE Curriculum governor. Class teachers will be responsible for teaching the program along with other agencies and supplementary resources to support. For example, school nurse, Ten Ten resources etc. All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.
- Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross-curricular dimensions where appropriate, such as R.E., Science and Computing.
- Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at All Saints School and will agree in writing to follow the instructions. The appropriate 'protocol' available on the CES website will be used for this purpose.

## Supporting children and young people deemed to be at risk

Like all other subjects, RSE always needs to be taught in a differentiated manner appropriate to the maturity of the children. It needs to be framed so that the young people who are participating know that there is a pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching RSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

### **The following guidance for dealing with questions in teaching RSE will be followed:**

- *Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example: If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;*
- *If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;*
- *If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and*
- *If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.*

(DfE Sex and Relationships Guidance, 4.5 'Dealing with questions' 0116/2000)