



Archdiocese of  
Birmingham



## **St Gregory's Catholic Academy**

### **Family Life and RSE Policy**

**2016 17**

## Approval and review

Committee to approve policy	
Date of Board / Academy Committee Approval	
Chair of Board / Academy committee – Name	
Signature	
Head teacher	
Signature	
Policy review period	
Date of policy review	

### **MISSION STATEMENT**

**With respect for God and united in faith,  
we place service before self to inspire hearts and minds.**

**By achieving together through our love and faith,  
we place Christ at the centre of all we do.**

**Contents:**

<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	
1	March	1	Diocesan guidance a change from SRE to RSE

# Family Life and RSE Policy

## 1 Introduction

As a Catholic School we recognise the responsibility to provide children with accurate information about health related matters, whilst enabling their development as happy, autonomous, self-reliant, self-directing young people. We will provide a curriculum in relationships and sex education that is authentic to the Catholic Church's teaching and acknowledges each pupil's stage of physical development.

Relationships and Sex (RSE) is lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

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"

## 2 Context

2.1 Our ethos is to educate our children with Christ at the centre; therefore all that we teach is focused upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God and our curriculum reflects the Gospel values of our faith. This is integral to teaching the Christian values, and is taught in the context of Christian relationships and virtues.

2.2 RSE promotes children's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community. The school shares, with parents, the responsibility to provide positive and prudent relationships and sex education. We believe that it is essential that parents are actively involved and engaged in the teaching of RSE to their children, 80% of the coverage is expected to be delivered at home.

2.4 A letter is sent to all parents from Years 1 to 6 each year, outlining the expectations of parents and teaching staff, and also to keep them informed of the delivery and implementation of RSE within school. Each year parents, staff and academy representatives are consulted to ensure that school and its community are working together in partnership.

## 3 Aims

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

Within a Catholic context, the purpose for teaching RSE is:

- To develop an understanding of our relationship with God and one another and how we live our lives to promote loving and meaningful relationships.
- To engender growth in self-respect and self-worth recognising that each of us is created in the image and likeness of God
- To understanding that relationships are based upon love, trust and faith.
- To show an understanding that we are all made in the image of God but that we must develop and sustain meaningful, lasting relationships.
- To enable pupils to have an understanding of themselves, their bodies and their emotional development.
- Grow in understanding of family life as an important and special gift from God.

- Develop skills which enable them to live as an important and special gift from God
- Develop skills which will enable them to live in families and other social groups as a response to their commitment to Christ
- Learn skills which help them form friends and relationships.

#### **4 Learning and Teaching**

RSE is delivered through the diocesan recommended Scheme of Work 'All that I am', which is supplemented by 'A Journey in Love'.

Delivery of RSE is the responsibility of the class teacher. However outside agencies, e.g. the school nurse, may also have an input, although always in line with our school ethos and Catholic teaching. Parents are asked to support the teaching at home.

The 'All that I am' scheme is used within Year 5 and Year 6, units include:

- Physical
- Spiritual
- Emotional
- Social

The Journey in Love supplement covers:

FS1 - Wonder at God's Love

FS2 - God loves each of us in our uniqueness

Year One - We meet God's love in our family

Year Two - We meet God's love in the community

Year Three - How we live in love

Year Four - God loves us in our differences

Year Five - Gods loves me in my changing and development

Year Six - The wonder of God's love in creating new life

#### **Some perspectives of Marriage is covered within the Journey in Love scheme.**

Approaches within RSE are generally delivered using interactive methods of learning and these include:

- Whole class discussion
- Circle time
- Small group work

We aim to provide accurate factual information about the physical and emotional changes that take place at puberty. Both boys and girls are given a basic knowledge of what happens to each gender. We also explain that it is normal for everyone to develop at different rates.

We provide accurate information about menstruation in Y6. Sensitive arrangements are organised to prepare the girls for menstruation. Sanitary facilities are available on request. Staff are prepared to deal with requests for sanitary towels in a helpful manner without embarrassment.

## 5 Inclusion

5.1 Christ's command 'Love one another as I have loved you', is the key and foundation for human and spiritual fulfillment and happiness. 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. 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.

Children may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

5.2 **The needs of boys as well as girls** Girls tend to have a greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them.

5.3 **Ethnic and cultural diversity** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

5.4 **Varying home backgrounds** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

5.5 **Sexuality** Our approach to RSE will include sensitive, honest and balanced consideration of sexuality.

5.6 **Special educational needs** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

We have a commitment to ensuring that all pupils will have equal access to the RSE curriculum, following guidelines in the SEN, Equal Opportunities and Inclusion policies. Parents have the right to withdraw their children from all or part of the RSE at school, except for those parts included in the National Curriculum Science programmes of study. In such cases, parents must notify the school, parents will be required to supervise their children during this period, as adult supervision is not available within school.

## 6 Legal Requirement of RSE

These areas are compulsory in the National Curriculum Science programmes of study at KS1 & 2.

At KS1, pupils are taught:

- That animals including humans move, feed, grow, use of senses and reproduce
- To recognise and compare the main external parts of the body of humans
- That humans can produce babies and that these grow into adults
- To recognize similarities and differences between themselves and others, and treat others with sensitivity

At KS2 pupils are taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

