

Corpus Christi Catholic Primary School



OUR MISSION STATEMENT

WE LIVE OUR LIVES LIKE JESUS

This means we will:

Share the Gospel values of love, forgiveness and peace on our journey of faith.

Promote relationships based on trust and mutual respect for all.

Strive for excellence in all that we do.

Establish strong partnerships with our Parents, our Parish and the wider community.

Promote a welcoming, safe and secure environment.

Jesus is at the heart of all that we are and do together at Corpus Christi.

Policy for Relationship and Sex Education (RSE)

CONSULTATION PROCESS FOR THIS POLICY

This policy was developed in partnership with a range of school stakeholders, including:

- Consultation with staff and the school governing body;
- Consultation with parents and carers;
- Pupil voice.

This policy will be disseminated for implementation to teaching and non-teaching staff in Spring Term 2021, following consultation with the governing body. Copies are available to families from the school office or via the school website.

This policy was reviewed in Spring 2024 with staff and parents, feedback was also used from a pupil survey undertaken in Summer 2023.

DEFINITION OF RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way” It is about the development of the pupil’s knowledge and understanding of her or himself as an individual, about what it means to be fully human, called to live in relationships with self and others and being enabled to make moral decisions in conscience.

In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Whilst sex education is not statutory in primary schools, we are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

INTENT

Our RSE curriculum is rooted in the core beliefs and values of the Catholic Church. Our Christian 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 and is fundamental in the importance of teaching children about relationships.

In line with our mission statement, our aim is to ensure that children are provided with a safe and nurturing environment in which to explore the values love, trust and respect and how these are essential in building strong, positive personal relationships with others throughout their lives.

The education provided to our children is sensitive to pupils and their specific backgrounds and aims to develop the physical, spiritual, emotional, moral, social and intellectual being of pupils. Our approach enshrines Catholic values relating to the importance of stable relationships, marriage and family life.

IMPLEMENTATION

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (John, 10:10)

To teach RSE, the school will use TENTEN's programme and resources: "Life to the Full". This is a fully resourced programme of study in Relationship Education for Catholic primary schools. Life to the Full has the same module titles and sub-categories for EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. The 3 modules build upon a spiral of learning and provide age-appropriate sessions. As a result, the children develop their understanding of the topics more deeply as they grow older each year. Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be taught within the school's programme of study. To ensure that learning is deep and broad, these resources may be supplemented to complement learning from sources such as The PSHE Association and created by teachers.

Relationships Curriculum

Our relationships curriculum is taught on a rotating 2 year cycle in conjunction with our PSHE curriculum.

Year A 2021-2022		Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
		Being Healthy		Relationships		Wider World	
E Y	Theme	What makes me special? <i>TenTen Mod. 1 Unit 1&2</i>	How do I feel today? <i>TenTen Mod. 1 Unit 3</i>	Who is in my family? <i>TenTen Mod 2 Unit 1&2</i>	How can I be a good friend?	Who helps me? <i>TenTen Mod 2 Unit 3</i>	How can we look after our world? <i>TenTen Mod 3 Unit 1&2</i>
	Key Concept	To develop a positive sense of themselves and develop respect for others	ELG 07 To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences	ELG 13 To know about similarities and differences between themselves and others, and among families, communities and traditions	ELG 08 To show sensitivity to others' needs and feelings, and form positive relationships	To know who keeps them safe at home, in school and in the wider community.	ELG 14 To talk about the features of their own immediate environment and how environments might vary from one another
Y r 1 / 2	Theme	How do I look after my body? <i>TenTen Mod. 1 Unit 2</i>	Am I always happy? <i>TenTen Mod. 1 Unit 3</i>	Who is special to me? <i>TenTen Mod 2 Units 1&2</i>	What makes a good friend?	Who is my neighbour? <i>TenTen Mod 3 Unit 1</i>	How can I help others? <i>TenTen Mod 3 Unit 2</i>
	Key Concept	- To know that simple hygiene routines help keep germs from spreading - To know how to clean teeth and why dentist visits are important	- To recognise and name a range of feelings - To describe different things they can do to manage big feelings, to calm themselves down or change their mood	- To identify the people who love and care for them and what they do	- To describe how people make friends - To identify what makes a good friend	- To know about the different roles and responsibilities people have in their community - To recognise the ways they are the same as, and different to, other people	- To describe things they can do to make their community a better place

Key Stage 2

Year A		Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
		Being Healthy		Relationships		Wider World	
Y r 3 / 4	Theme	Why should I eat well and look after my teeth? <i>TenTen Mod 1 Unit 2</i>	Do I have healthy online habits? <i>TenTen Mod 2 Unit 3</i>	How can I be a good friend? <i>TenTen Mod 2 Unit 2</i>	Can I trust friends I meet online? <i>TenTen Mod 1 Unit 3</i>	What makes a community? <i>TenTen Mod 3 Unit 1</i>	Am I a responsible citizen? <i>TenTen Mod 3 Unit 2</i>
	Key Concept	- To describe what constitutes a healthy diet - To know how to maintain good oral hygiene	- To know about the benefits of the internet; the importance of balancing time online with other activities	- To know the importance of friendships; strategies for building positive friendships;	- To know about why someone may behave differently online, including pretending to be someone they are not; recognising risks, harmful content and contact; how to report concerns	- To know about the different groups that make up their community; what 'community' means - To know: what diversity means; valuing the benefits of living in a diverse community;	- To know ways of carrying out shared responsibilities for protecting the environment PLUS - Y4: What is puberty? <i>TenTen Mod 1 Unit 2</i> - To know what the term puberty means and when they can expect it to take place
Y r 5 / 6	Theme	How do I stay safe? <i>TenTen Mod 2 Unit 3</i>	Are we addicted to being online? <i>TenTen Mod 2 Unit 3</i>	How can we resolve conflict?	Y5: What happens to us during puberty? Y6: How are families made? <i>TenTen Module 1 Units 1-4</i>	How can rules bring freedom?	How does the media influence stereotypes? Y6 (additional): How can I prepare for change?
	Key Concept	- To know strategies for keeping safe in the local environment or unfamiliar places (road, rail, water, road) - To know about the importance of keeping personal information private; strategies for keeping safe online https://campaignresources.phe.gov.uk/schools/resources/self-care-Y6-short-activities	- To recognise ways in which the internet and social media can be used both positively and negatively - To know some strategies for managing time online - Bullying/Cyberbullying: https://campaignresources.phe.gov.uk/schools/resources/bullying-and-cyberbullying-year-6-lesson-plan	- To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely - Loneliness and Building Connections: https://campaignresources.phe.gov.uk/schools/resources/building-connections-year6-lesson-plan-pack	Y5: To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, erections and wet dreams) Y6: To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived, born and cared for	- To recognise reasons for rules and laws; consequences of not adhering to rules and laws - To know about the relationship between rights and responsibilities	- To know about how text and images in the media and on social media can be manipulated or invented; - To know about stereotypes; how they can negatively influence behaviour and attitudes towards others; strategies for challenging stereotypes

Year B	Theme 1	Theme 2	Theme3	Theme 4	Theme 5	Theme 6	
E Y	Theme	What makes me special? <i>TenTen Mod. 1 Unit 1&2</i>	How do I feel today? <i>TenTen Mod. 1 Unit 3</i>	Who is in my family? <i>TenTen Mod 2 Unit 1&2</i>	How can I be a good friend?	Who helps me? <i>TenTen Mod 2 Unit 3</i>	How can we look after our world? <i>TenTen Mod 3 Unit 1&2</i>
	Key Concept	<i>To develop a positive sense of themselves and develop respect for others</i>	<i>ELG 07 To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences</i>	<i>ELG 13 To know about similarities and differences between themselves and others, and among families, communities and traditions</i>	<i>ELG 08 To show sensitivity to others' needs and feelings, and form positive relationships</i>	<i>To know who keeps them safe at home, in school and in the wider community.</i>	<i>ELG 14 To talk about the features of their own immediate environment and how environments might vary from one another</i>
Y r 1 / 2	Theme	What helps me to grow and stay healthy? <i>TenTen Mod. 1 Unit 4</i>	What dangers are there in my home? <i>TenTen Mod.2 Unit 3</i>	What is the same and different about us?	What is bullying?	What jobs do people do?	What can we do with money?
	Key Concept	<i>- To know about growing and changing from young to old - To know how healthy eating and physical activity keeps us healthy</i>	<i>- To recognise risk in simple everyday situations and what action to take - To know basic rules to keep safe online</i>	<i>- To recognise the ways in which they are the same and different to others</i>	<i>-To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i>	<i>- To describe different jobs that people they know or people who work in the community do</i>	<i>- To know what money is; forms that money comes in; that money comes from different sources</i>

Key Stage 2

Year A	Theme 1	Theme 2	Theme3	Theme 4	Theme 5	Theme 6	
	Being Healthy		Relationships		Wider World		
Y r 3 / 4	Theme	Why should I eat well and look after my teeth? <i>TenTen Mod 1 Unit 2</i>	Do I have healthy online habits? <i>TenTen Mod 2 Unit 3</i>	How can I be a good friend? <i>TenTen Mod 2 Unit 2</i>	Can I trust friends I meet online? <i>TenTen Mod 1 Unit 3</i>	What makes a community? <i>TenTen Mod 3 Unit 1</i>	Am I a responsible citizen? <i>TenTen Mod 3 Unit 2</i>
	Key Concept	<i>- To describe what constitutes a healthy diet - To know how to maintain good oral hygiene</i>	<i>- To know about the benefits of the internet; the importance of balancing time online with other activities</i>	<i>-To know the importance of friendships; strategies for building positive friendships;</i>	<i>- To know about why someone may behave differently online, including pretending to be someone they are not; recognising risks, harmful content and contact; how to report concerns</i>	<i>-To know about the different groups that make up their community; what 'community' means - To know: what diversity means; valuing the benefits of living in a diverse community;</i>	<i>- To know ways of carrying out shared responsibilities for protecting the environment PLUS - Y4: What is puberty? <i>TenTen Mod 1 Unit 2</i> - To know what the term puberty means and when they can expect it to take place</i>

Y r 5 / 6	Theme	How do I stay safe? <i>TenTen Mod 2 Unit 3 and 4</i>	Are we addicted to being online? <i>TenTen Mod 2 Unit 3</i>	How can we resolve conflict?	Y5: What happens to us during puberty? Y6: How are families made? <i>TenTen Module 1 Units 1-4</i>	How can rules bring freedom?	How does the media influence stereotypes? Y6 (additional): How can I prepare for change?
	Key Concept	<i>- To know strategies for keeping safe in the local environment or unfamiliar places (road, rail, water, road) - To know about the importance of keeping personal information private; strategies for keeping safe online https://campaignresources.phe.gov.uk/schools/resources/self-care-Y6-short-activities</i>	<i>- To recognise ways in which the internet and social media can be used both positively and negatively - To know some strategies for managing time online - Bullying/Cyberbullying: https://campaignresources.phe.gov.uk/schools/resources/bullying-and-cyberbullying-year-6-lesson-plan</i>	<i>- To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely - Loneliness and Building Connections: https://campaignresources.phe.gov.uk/schools/resources/building-connections-year6-lesson-plan-pack</i>	<i>Y5: To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, erections and wet dreams) Y6: To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived, born and cared for</i>	<i>- To recognise reasons for rules and laws; consequences of not adhering to rules and laws - To know about the relationship between rights and responsibilities</i>	<i>To know about how text and images in the media and on social media can be manipulated or invented; - To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</i>

Wherever possible, the RSE curriculum will be taught by the class teacher or teachers who the pupils know well. Teaching strategies will include: establishing ground rules, discussion and reflection, group work and video presentations. Our school will at times call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. This will always complement the current programme and never substitute teacher led sessions. The teacher should always be present during sessions led by an external visitor and intervene if necessary to ensure that all teaching is rooted in Catholic principles and practice.

IMPACT

Our aim is that all pupils leave Corpus Christi equipped with the knowledge and skills to build and maintain strong and positive relationships with others recognising that human life is created by and in the image of God.

All teaching is rooted in the values of the Catholic faith (according to the Church) and children will be provided with a broad and balanced programme which offers a range of viewpoints and opportunities for discussion around issues and age-appropriate science curriculum coverage.

CORPUS CHRISTI'S RSE OBJECTIVES:

To develop the following values:

- reverence for the gift of human life;
- respect for the dignity and uniqueness of every human being;
- 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 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 and learning to recognise the appropriate stages in the development of relationships;
- assessing risks and managing behaviours in order to minimise risks.

To know and understand:

- how to build positive relationships;
- the physical and psychological changes that accompany puberty;
- the importance of marriage and family life;
- the facts about human reproduction in line with the National Curriculum for science.

PARENTS AND CARERS

We recognise that parents and carers 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 have been consulted before this policy was 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 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. Children may not be withdrawn from the statutory curriculum for relationships and health education. Should parents wish to withdraw their children from the sex education aspects in Year 6, they are asked to notify the school by contacting the headteacher (Miss U Clark). 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.

BALANCED CURRICULUM

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. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. For example, children will learn about a variety of family structures (e.g families with single/step-/same-sex parents) but that they all share the features of love and caring for each other. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. Children will also learn about the protected characteristics and how these are protected legally. This is also linked to the Catholic Social Teaching strand of 'human dignity' through a lens of respect, dignity and celebration of our unique personal characteristics.

In the year 2022-23, there were 5,870 identified cases of FGM (female genital mutilation). This number continues to rise year on year. Cases are most common in girls up to the age of 14. Due to these concerning figures, Governors -

in partnership with school leaders - have made the decision to include FGM in our relationships education. This will be taught to Year 6 pupils in Spring Term 2 as part of their statutory RSE curriculum. This is taught in a sensitive and age-appropriate way, using the resources from TenTen's Life to the Full programme:

https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/m-2/uks2-m2/u-4/lfff-p_pp_uks2_2-4_keeping-safe/

ROLES AND RESPONSIBILITIES

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.

In addition to this the following responsibilities are held:

Headteacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, Catholic Academies and Schools Office (CASO) of the Catholic Diocese of Portsmouth, the Local Authority and also appropriate agencies.

The Governing Body

- Ensure the policy is developed in consultation with parents and teachers and is ratified following consultation;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with our Ethos and other whole school policies;
- Ensure that parents know their right to withdraw their children from specific aspects of the RSE curriculum;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used

PSHE Leader/RSE Co-ordinator

The subject leader, 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.

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.

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, 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.

CHILDREN'S QUESTIONS

The school wants to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme.

The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. In these cases, the teacher may decide to meet separately with the child (or with parents) and will follow the school's safeguarding and child protection procedures when deemed necessary.

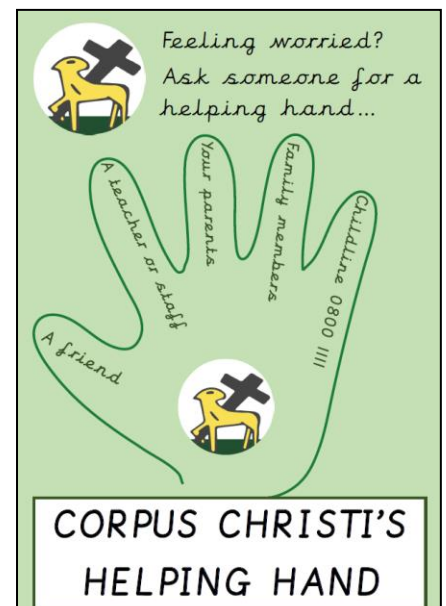
SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well to a disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the Designated Safeguarding Lead (DSL) or one of the deputies. Children are reminded each lesson of the Corpus Christi Helping Hand and how they can seek support from trusted adults both in and outside of school.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and



becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of pupil interviews and questionnaires, and by discussion with 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.