



Aspire London

Relationships and Sex Education Policy

“Aspire not to have more but to be more”

St Oscar Romero

Policy agreed October 2023 – review date October 2025

This policy explains our rationale for, and approach to, relationships and sex education in Aspire London Schools. The policy has been created by the Catholic Education Service and will be adopted by the Governing Body of Aspire London.

The agreed policy will be given to all staff and available to all parents via our school websites. ^[L]_[SEP]

Defining Relationship and Sex Education ^[L]_[SEP]

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 themselves as a sexual being, about what it means to be fully human, called to live in happy 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 ^[L]_[SEP] 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.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science, however, the reasons for our inclusion of RSE go further.

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, RSE will be firmly embedded in the PSHE (Personal Social and Health Education) 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.

Values and Virtues

The TenTen programme of study 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 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.

Aim of RSE

We are committed 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, Aspire London 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" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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
- 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;
- recognising the importance of marriage and family life;
- fidelity in relationships. ^[1]_{SEP}

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 ^[1]_[SEP] 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 ^[1]_[SEP] media, internet and peer groups and so developing the ability to assess pressures and respond appropriately; ^[1]_[SEP]

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;

Outcomes ^[1]_[SEP]

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, including cyber-bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help.

Equalities obligations ^[1]_[SEP]

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our Schools strive to do the best for all our 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. ^[1]_[SEP]

Broad Content of RSE ^[1]_[SEP]

There are three general aspects of RSE:

- attitudes and values,
- knowledge and understanding,
- personal and social skills

An overview of the topics covered in our two year cycle of the programme can be found at the end of this policy. ^[1]_[SEP]

Parents and Carers ^[1]_[SEP]

We recognise that parents and carers are the primary educators of their children. As Catholic schools, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the schools 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. [L] [SEP] 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. [L] [SEP] 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 Head of School. The school will provide support by providing material for parents to help the children with their learning. [L] [SEP] 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 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw). [L] [SEP]

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. 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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the Head of School and Executive Headteacher. However, all staff are 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. The programme will always be delivered by Aspire London staff.

Other Roles and Responsibilities Regarding RSE

Governors will:

- 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,
- ensure that parents know of their right to withdraw their children;

Executive Headteacher [L] [SEP]

The Executive Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, carers and staff.

All Staff

RSE is a whole school issue. All staff 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.

Children's Questions

The governors want 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 a 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.

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 lead to disclosure of safeguarding issues. 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.

Safeguarding

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 should explain to pupils that they cannot offer unconditional confidentiality, in matters which may require additional support. Teachers will explain that in such circumstances they

would have to inform others such as parents, carers or Head of School, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The Head of School will monitor the provision of the various dimensions of the programme in a range of ways. The programme will be evaluated biannually. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

| Ten Ten Relationships & Sex Education Overview | | | | | | | | | |
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| Core Theme | Module 1: Created & Loved by God | | | | Module 2: Created to Love Others | | | Module 3: Created to Live in Community | |
| Topic | Unit 1 Religious Understanding | Unit 2 Me, my body, my health | Unit 3 Emotional Well-being | Unit 4 Life cycles | Unit 1 Religious Understanding | Unit 2 Personal Relationships | Unit 3 Keeping Safe | Unit 1 Religious Understanding | Unit 2 Living in the Wider World |

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| EYFS | Story sessions: Handmade with Love | Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? | Session 1: I Like, You Like, We All Like Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real | Session 1: Growing Up | Session 1: Role Model | Session 1: Who's Who? Session 2: You've Got a Friend in Me Session 3: Forever Friends | Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us | Session 1: God is Love Session 2: Loving God, Loving Others | Session 1: Me, You, Us |
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| Yr1 | Story sessions: Let the Children Come or Kester's Adventures | Session 1: I am Unique Session 2: Girls & Boys Session 3: Clean & Healthy Session 4: Clean & Healthy (2) | | | Session 1: God Loves You | Session 1: Special People Session 2: Treat People Well Session 3: and say sorry | | Session 1: Three in One Session 2: who Is My Neighbour? | Session 1: The Communities we Live In |
| Yr2 | | | Session 1: Feelings, Likes & Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry | Session 1: The Cycle of Life (Updated for 2020) | | | Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances Session 5: Can you Help Me? | Session 1: Three in One Session 2: who Is My Neighbour? | Session 1: The Communities we Live In |

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| Yr3 | Session 1: Get Up! Or Kester's Adventures Session 2: The Sacraments | | Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful | | Story Sessions: Jesus, My Friend | Session 1: Friends, Family & Others Session 2: When Things Feel Bad | | Session 1: A community of Love Session 2: What is the Church? | Session 1: How do I Love Others? |
| Yr4 | Session 1: Get Up! Or Kester's Adventures | Session 1: We Don't Have to Be the Same | | Session 1: Life Cycles | | | Session 1: Sharing Online | | |

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| | Session 2: The Sacraments | Session 2: Respecting Our Bodies Session 3: What is Puberty? Session 4: Changing Bodies | | | | | Session 2: Chatting Online Session 3: Safe in my Body Session 4: Drugs, Alcohol & Tobacco Session 5: First Aid Heroes | | |
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| Yr5 | | | | Session 1: Menstruation | Session 1: Is God Calling You? | Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Self-Talk | Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices | Session 1: The Trinity Session 2: Catholic Social Teaching | Session 1: Reaching Out |
| Yr6 | Story Sessions: Calming the Storm or Kester's Adventures | Session 1: Gifts & Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots & Sleep | Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online | Session 1: Making Babies | | | | | |