St. Mary’s Primary – How do we teach Relationship and Sex Education?

Intent

As a Catholic school we hold firm beliefs in the value of family life and loving stable relationships. We recognise the importance of moral values which form the basis for all that we do. Effective Relationship and Sex Education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. RSE is concerned with helping and supporting young people through their physical, emotional and moral development. In the early years it will focus on friendship, bullying and building self-esteem. This will progressively move towards the explanation of puberty and how we change as we grow up, both physically and emotionally, and how life is created through God’s loving plan. It is intended to encourage children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It is lifelong learning about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

The aims of RSE are to enable the children to learn:

• that they are unique and made in the image of God

• that physical and emotional growth is common to all of us

• to accept and respect themselves

• to have knowledge and understanding of the physical development of males and females

• to introduce children to the correct names for all parts of the body

• to prepare children for puberty

• to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

• to teach the viewpoint of the Catholic Church

Implementation

RSE will be taught through these schemes:

RSE – Ten Ten Resources

RE - ‘Come and See’ scheme

PSHE and Citizenship Education - Coram Life Education

Science scheme

The subject matter will be dealt with sensitively as we are aware that our children come from a range of family backgrounds. Care will be taken to ensure no stigmatisation of children based on their home circumstances.

Inclusion

RSE will be taught to all children regardless of ability. Our teachers provide learning opportunities matched to the individual needs of all children. We understand that some children mature at a less advanced rate than others and this will be addressed in the planning and delivery of RSE. The teacher will always hold the right not to answer questions they believe to be unsuitable for the age group being taught and that may go beyond the year group objectives – in this instance, parents will be notified and the child’s question answered in agreement with parents and in a mutually agreed manner.

Parents

Parents are encouraged to form part of their child’s RSE by discussing matters with their child at home. All RSE information will be on the school website and parents are invited to look at the materials prior to teaching and to discuss with teachers as necessary. Parents are informed in advance of sessions taking place and when specific lessons have been completed – this allows parents to converse with their child about what they have been learning. We feel it is extremely important for parents to play a significant role in RSE for their child and to share their own experiences with their child in order to show that growing up it is part of God’s loving plan. Parents are entitled to withdraw their child from subject specific RSE. Parents are invited to view the school website to ensure they are aware of the content of these lessons and if they feel they do not want their child to participate they may be withdrawn. In this instance, parents would be invited to hold a conversation with Mrs Morris in order to discuss their particular concerns.

Impact

The Subject Leader will monitor RSE through discussion with class-teachers and viewing portfolios of work in each class as an indication of progression throughout the school. We measure the impact of our curriculum through the following methods:

• Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.

• Summative assessment of pupil discussions about their learning.

• Images and videos of the children’s practical learning.

• Interviewing the pupils about their learning (pupil voice).

• Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.

• Annual reporting of standards across the curriculum.

• Marking of work in books.