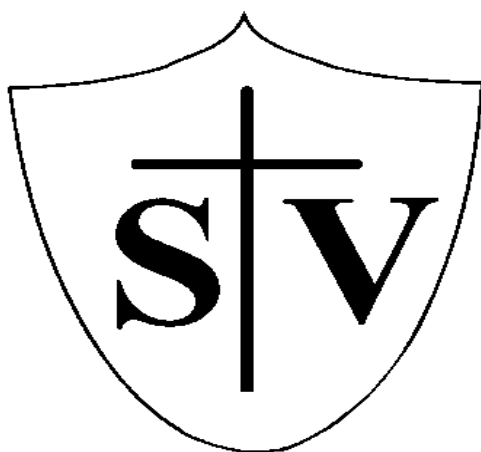


# St Vincent's Catholic Primary School



## Relationships policy

<b>Approved by:</b>	Governing Body	<b>Date:</b> 19 <sup>th</sup> September 2019
<b>Last reviewed on:</b>	19 <sup>th</sup> September 2019	
<b>Next review due by:</b>	September 2020	

**Links with other policies – This policy should be read in conjunction with:**

- Child Protection and Safeguarding
- Behaviour
- Staff [behaviour/code of conduct]
- Health and Safety
- Online Safety
- Curriculum

## Contents

1. Aims .....	4
2. Statutory requirements .....	4
3. Policy development.....	4
4. Definition .....	5
5. Curriculum .....	5
6. Delivery of RE .....	5
7. Roles and responsibilities .....	6
8. Parents' right to withdraw .....	7
9. Training .....	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map .....	8
Appendix 2: By the end of primary school pupils should know .....	10

## School Mission Statement

### MISSION STATEMENT

GOD'S CHILDREN ARE THE FOCAL POINT OF OUR SCHOOL COMMUNITY. WE STRIVE TO CREATE A FRIENDLY, ENJOYABLE WORKING ATMOSPHERE BASED ON CHRIST'S WORD, WHERE COMMUNICATION BETWEEN HOME, SCHOOL AND PARISH IS OF PARAMOUNT IMPORTANCE.

WE AIM TO PROVIDE A CATHOLIC EDUCATION FOR OUR CHILDREN, IN WHICH CHRISTIAN VALUES ARE SHARED AND LIVED BY ALL. WE WORK TO PROVIDE COMMITTED TEACHING, GIVING DUE REGARD TO THE REQUIREMENTS OF THE NATIONAL CURRICULUM. OUR SCHOOL OFFERS A SECURE AND CARING ENVIRONMENT WHERE THERE IS EQUALITY OF OPPORTUNITY FOR EACH CHILD TO REALISE HIS OR HER POTENTIAL.

WE SEEK TO ENABLE CHILDREN TO GROW IN INDEPENDENCE, TO VALUE A HEALTHY LIFESTYLE BOTH PHYSICALLY AND EMOTIONALLY AND TO HAVE RESPECT FOR THEMSELVES AND OTHERS. CHILDREN ARE ENCOURAGED TO AIM FOR THE HIGHEST STANDARDS OF BEHAVIOUR AND TO FOSTER AN AWARENESS OF MORAL AND SOCIAL ISSUES WITHIN OUR OWN COMMUNITY AND IN THE WIDER WORLD.

WE AIM TO DEVELOP UNDERSTANDING CITIZENS OF THE 21<sup>ST</sup> CENTURY WHO RECOGNISE THE NEED TO PARTICIPATE IN A CARING AND RESPONSIBLE WAY FOR THE SUSTAINABILITY OF OUR WORLD.

### Rationale

*"... children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities.... They should receive a positive and prudent education in matters relating to themselves... and young people have the right to be educated to make sound moral judgements, based on a well-informed conscience and to put them into practice with a sense of personal commitment.... And to know and to love God more perfectly." Gravissimum Educationis (para 3) Second Vatican Council.*

Relationships education (RE) is developed through cross-curricular links, for example within science, RE and PSHE, but essentially RE is concerned with the development of positive relationships with ourselves, other people, the world around us and with God.

# 1. Aims

The aims of relationships education (RE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › To appreciate the whole of creation as a sign of God's love.
- › To develop a greater understanding of the nature of relationships with families, friends and communities which exist in our multi-cultural, multi-faith society.
- › To develop a greater understanding of the responsibilities of the individual.
- › To promote good health and understanding of physical development, respecting and reverencing the wonder of the body.
- › To promote self-esteem and well-being.
- › To support the personal, moral and social development of all pupils.

# 2. Statutory requirements

At St Vincent's Catholic Primary School we teach RE as set out in this policy.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

# 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

All RE in St Vincent's will be taught in line with the advice and guidance of the Diocese of Southwark, in conjunction with government recommendations. Staff sees their role as one of supporting parents as the primary educators of their children and staff's own personal beliefs and attitudes will not influence the Catholic teaching of RE at the school.

### **Working with Parents**

RE is a joint partnership between school and parents. The 'God's Loving Plan' materials will be made available to parents of all year groups. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the Head Teacher.

Parents must be aware that RE takes place at home, in the school playground, on TV and on the Internet, through the use of mobile devices, and in the media. The school seeks to help to educate children appropriately and with great sensitivity, to dispel myths and ignorance.

RE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RE involves a combination of sharing information, and exploring issues and values.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **6. Delivery of RE**

St Vincent's RE programme reflects its commitment to the principle of equal opportunities in accordance with government guidelines and Church teaching. This ensures the entitlement of all pupils, regardless of race, gender or disability, to develop their self-esteem and self-identity and to enable a confident participation in the curriculum.

We intend that the subject be taught so that the equal but different natures of men and women are not compromised. We will endeavour to provide male and female role models whenever possible. It is also our aim to ensure that this programme of study is culturally relevant in order to address the different needs of all our pupils and be sensitive to individual personal circumstances.

## **Organisation**

The PSHE co-ordinator has the responsibility, along with the Head Teacher and the RE co-ordinator, to ensure that the planned RE programme is delivered effectively. All class teachers will be responsible for delivering their section of the programme to their class. All teachers will be expected to incorporate the Catholic RE programme – 'God's Loving Plan'.

Pupils also receive a stand-alone puberty session delivered by a trained health professional.

The school nurse will be employed to deliver more effectively certain aspects of the sex education programme. This will be organised by the PSHE Coordinator when and where appropriate and monitored by the teachers concerned, as well as the senior leadership team. Classes will remain

mixed (boys and girls) for all elements of the RE programme, except in Years 5, where separate single sex sessions will be held. Children have a right to ask questions in a supportive environment. Our intention is to make the child feel safe and secure in the school environment so that they can ask questions to gain a fuller understanding of the content covered in class.

RE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

For more information about our RE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Safeguarding**

Children will be made aware that disclosures that fall within the realm of child protection will be pursued. Preventing child sexual abuse/exploitation and all forms of a safeguarding issue will be identified in the school's Safeguarding and Child Protection procedures and staff will be made fully aware of these (See Safeguarding, IT and Child Protection Policies).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

The head teacher is responsible for ensuring that RE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- › Delivering RE in a sensitive way
- › Modelling positive attitudes to RE
- › Monitoring progress
- › Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RE

Staff do not have the right to opt out of teaching RE. Staff who have concerns about teaching RE are encouraged to discuss this with the headteacher.

## **7.4 Pupils**

Pupils are expected to engage fully in RE and, when discussing issues related to RE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their child from the puberty talk.

## **9. Training**

Staff are trained on the delivery of RE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RE.

## **10. Monitoring arrangements**

The delivery of RE is monitored by Jane Roche Head teacher through:

planning scrutinies, learning walks, book scrutinies, talking to children and staff.

Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jane Roche annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships curriculum map

#### **PSHE - Coram**

The curriculum covers the following themes across all years.

Achievement	Reception – Y6	Drugs	Y2 – Y6	Positive relationships	Y1 – Y6
Alcohol	Y3-Y6	Emotional health	Y4	Puberty	Y5
Animals including humans	Y5	Emotional needs	Y1, Y3, Y4, Y5 & Y6	Racism	Y1 – Y6
Appropriate touch	Y2-Y5	Emotions	Y5	Relationships	Reception – Y6
Arranged Marriage	Y6	Environment	Y1 – Y6	Resilience	Y1 – Y5
Aspirations	Y2, 3, Y5 & Y6	Falling out	Y6	Respect	Y1 – Y6
Assertiveness	Y1, Y3, Y4, Y5 & Y6	Family	Reception Y1, Y3 Y Y6	Responsibility	Y1 – Y6
Being Different	Y3 & Y6	Feelings	Reception – Y6	Rights	Y4 & Y5
Being yourself	Y1, Y3, Y4, Y5 & Y6	FGM	Y5 & Y6	Risk Taking	Y3 – Y6
Bereavement	Y3 & Y6	Five ways to wellbeing	Y3 - Y6	Rules & Laws	Y1 – Y6
Birth	Y5 & Y6	Forced Marriage	Y6	Safeguarding	Y1 – Y6
Body Changes	Y3 & Y4	Friendship	Reception – Y6	Safety	Y1 – Y6
Body Image	Y3, Y5 & Y6	Gender Expectations	Y4 – Y6	Saving	Y2, Y3, Y6
Body Odour	Y5	Getting Help	Y4	Science	Y2 – Y6
Body parts	Y1 - Y6	Great get together	Y1 – Y6	Secrets	Y1 – Y6
British Values	Reception – Y6	Growing & changing	Y1, Y3, Y4, Y5, Y6	Seeking Help	Y5 & Y6
Building Self Esteem	Reception – Y6	Growing up	Y2 & Y6	Sexting/Orientation	Y5 & y6
Bullying	Reception – Y6	Growth Mindset	Y1 – Y6	Sleep	Y1 & Y4
Caring	Reception – Y6	Healthy Eating	Y1, Y3, Y4	Smoking	Y3 – Y6
Change	Y2 & Y3	Healthy Lifestyles	Y1, Y3, Y4, Y5 & Y6	Social Norms	Y3 – Y6
Changing Feelings	Y4	Homophobic Bullying	Y3	Standing up for yourself	Y5
Citizenship	Y6	Hygiene	Y1, Y2, Y3, Y4	Stereotypes	Y3 & Y6
Civil Partnerships	Y6	Identity	Y4	Support networks	Y1 – Y6



Communication	Y4 & Y5	Illness	Y1, Y2, Y3	Talents	Y3, Y4, Y5
Communication Skills	Y6	Inappropriate Touch	Y5 & Y6	Teamwork	Y1 – Y6
Community	Reception – Y6	Independence	Y5 & Y6	Tolerance	Y1 – Y6
Conception	Y5	Internet Safety	Reception – Y6	Trust	Y3
Confidence	Reception – Y6	Keeping Safe	Reception – Y6	Viruses	Y2 & Y3
Conflict Resolution	Y1- Y6	Law	Y6	Additional Themes through all classes	
Consent	Y1 & Y6	Life Cycles	Y4	Religious Intolerance	Reception – Y6
Cooperation	Y1, Y2, Y3, Y5 & Y6	Loss	Reception, Y3, Y4	Charities	Reception – Y6
Dares	Y3, Y4, Y5,	Media Influence	Y3 – Y6		
Dealing with Change	Y4 & Y6	Money	Y1 – Y6		
Dealing with loss	Y1 & Y2	Negotiating	Y1, Y2, Y4		
Decision Making	Y4 – Y6	Peer Influence/Pressure	Y3 – Y6		

As well as the above programme, which incorporates relationship education, we follow God's Loving Plan and the national science curriculum. For further information on either please contact the school.

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>