Holy Family Catholic Primary School
59 Whitby Avenue, Ingol, Preston, Lancashire PR2 3YP
Headteacher: Mrs J Westray BA(Hons), NPQH

Human Relationships and Sex Education Policy

Head teacher: Janet Westray
Chair of Governors: Steph Dixon
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Mission Statement

With Christ at the centre, we love one another and always try our best.
We learn together and look after each other by showing respect.
We understand that we are all unique and precious in God's eyes

School motto

We follow Jesus' footsteps

Vision for Human Relationships and Sex Education

At Holy Family Catholic Primary School, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about loving our neighbour and understanding that this makes us happy too. Having a good relationship with ourselves and the other people enables us to understand that we are all unique and precious in God's eyes. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

Procedures

The following groups have been consulted as part of producing this policy.
- staff
- governing body
- parents
- Diocesan Education Service
- school council
- students

At Holy Family we have held a Governor and Parent consultation where both parties have met together to discuss the policy and the delivery of HRSE in school.

In consultation with the Governing Body, the policy will be implemented in September 2020, reviewed every three years, by the Head teacher, HRSE Co-ordinator, the Governing Body and school Staff. The next review date is September 2023.

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus should contain a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The prospectus should also cover the statutory elements of relationships education, relationships and sex education and health education that are not covered in HRSE, though the whole intent of the school curriculum is drawn from its Catholic character. The Education Service will be sent a copy of the school's HRSE policy and it is the duty of the Governing Body to ensure that this is up to date.

Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole. For example,

The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic schools' responsibility than teaching about mathematics or English. At Holy Family Catholic Primary School, we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognise that to know and love God brings lasting happiness.

Statutory framework

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- The National Curriculum (2014)
- Statutory Guidance: 'Sex and Relationships Education Guidance' (2000)
- The Children's Act (2004)

For State Funded Maintained Schools:

Whole Curriculum	Every state-funded school must offer a curriculum which is balanced and broadly based and which: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the School within our Parish and of society. -prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
Personal, Social, Health & Economic Education	Department for Education: All schools should make provision for PSHE, drawing on best practice. Schools are free to develop their own PSHE programme to reflect the needs of their pupils. At Holy Family we value the importance of PHSE as it is intrinsic to all that we do and reflects the Gospel teachings.

Sex and Relationships Education	At Holy Family our school nurse provides support and guidance to our year six children in harmony with our Catholic Ethos. The team support the development of the children's understanding of the changes that come with puberty.
Sex and Relationships Education Guidance	Any school that provides SRE has a statutory duty to have due regard to Sex and Relationships Education Guidance DfEE 2000. Known as HRSE in our diocese.
National Curriculum	Statutory sex education forms part of the science programmes of study across Key Stage one and two.
Sex and Relationships Education Policy	DfEE Guidance (2000) states that all schools should have an up to date SRE policy available for inspections and on request for parents or carers. At Holy Family we have followed DFE guidance with support from the diocese to establish our HRSE

Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At Holy Family we live out the Gospel values shared in the Beatitudes, by modelling the importance of a loving relationship with God through prayer and the Gospel teachings. We do this by sharing Prayer and Liturgy with the children as well our children sharing prayer with each other. In our school we have established a loving community underpinned in Jesus' message of forgiveness and reconciliation.
Progressing through Key Stage Two pupils develop a deeper understanding of what is moral behaviour and are able to say why this is important for personal happiness and for a closer relationship with God. Our Worship Activists plan and deliver their own prayer sessions to other children and share their own understanding and Faith. Our children use their own time within the school day to further develop their own spirituality and make space for God in their lives and offer opportunities for all children for reflection and growth. In our school children confidently explain behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

The Aim and Objectives of HRSE

The aim of HRSE is part of our aim to educate the complete human person. This is expressed in *Fit for mission? Schools* (2009).

> The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.
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> This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

The whole staff model Gospel values and virtues, how children are encouraged to do the same and how they progress in knowledge about moral behaviour throughout their time at school. Children are encouraged to say thank you to God, be happy and cheerful, to care about other people and know how Jesus cared for others and to think about their behavior. Holy Family School values kindness; this is celebrated through our weekly Good Samaritan Awards.
All children are encouraged to evaluate their behaviour and give reasons for the choices they have made. We use restorative justice through our Behaviour Policy so that children are able to say sorry and forgive.
As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. They are given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth through the RE curriculum, prayer and liturgy, worship and class Masses.
By the end of Year 6, children are able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.
At Holy Family School
We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.

- *We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.*
- *We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.*
- *We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.*
- *We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.*
- *We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.*
- *We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.*
- *We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.*
- *We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.*
- *We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.*

- *We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.*
- *We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.*
- *We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.*
- *We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.*
- *We will encourage children to understand difference and be mindful of people who are vulnerable to discrimination because of their personal or cultural characteristics.*
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Inclusion

At Holy Family School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue.

Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that Holy Family School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. Please refer to the school equality policy which can be found on the school website.

Programme of study

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the school. A list of recommended resources is available on the Education Service website.
HRSE key learning statements are part of our whole school curriculum overview and have been identified by staff to ensure appropriate coverage and that they are age specific. A wide range of teaching strategies will be used when teaching HRSE, and clear ground rules for discussions will be established. Our curriculum overview is shared with parents at our curriculum meetings where opportunity for discussion is provided by all staff. A copy of which is available on our school website.

Supporting resources:

- This is my Body
- School Nurse Team
- We Believe
- The Way the Truth the Life
- Come and See
- Caritas in Action
- Staff expertise

In line with our anti bullying and behaviour policy children have the opportunity to have a voice to share

with staff or in our 'School Worry Box' where concerns can be monitored and therefore appropriate support provided. Progress in understanding will be monitored through our pupil questionnaire as well as lesson observations, monitoring and through parental meetings.

Parents

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of "sexuality as value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our school we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before it was ratified by the governing body. At Holy Family parents are informed of their right to withdraw their children from HRSE lessons through a letter in a sealed envelope, however, they are not able to withdraw their children from statutory science lessons. If parents wish to withdraw their child(ren) they must contact the head teacher no later than the start of the school day when the lesson will take place. For more information on the resources used please see the information above.

Information about HRSE is contained in the school prospectus and the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will sent home and parents may be invited into school to discuss the content of HRSE lessons.

Teaching HRSE

Our Chair of Governors in conjunction with the head teacher is responsible for leadership, co-ordination and monitoring of the programme. Class teachers will be responsible for teaching HRSE and in Year Six support will be given from the School Nurse.
All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science, PSHE, art and computing.
Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at Holy Family and agree to follow the its instruction.
There are elements of the statutory framework that are not covered in the Diocese of Lancaster's HRSE programme. These elements are listed at the end of the 2020 programme of study.

Assessment forms part of the statutory framework. The HRSE programme includes a self audit for schools. Each year at Holy Family we use the Diocesan self -audit to monitor all aspects of HRSE. Governors use the CES RSE audit tools to monitor their knowledge and understanding of this area. The HRSE framework and the elements of the statutory framework not covered by HRSE are monitored and assessed through whole school planning, written pieces of work, teacher's notes on discussions and targeted lesson evaluations. On occasion, the school uses questionnaires to evaluate students sense of well-being and may use written or practical assessments where appropriate, for example, to evaluate understanding of basic first aid.

Supporting children and young people deemed to be at risk.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching HRSE have up to date safeguarding professional development.
Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures – these can be found on our School website.