



St. Peter's Catholic Primary School

Relationship and Sex Education Policy

This policy has been created collectively by the GCSP

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children's Board Procedures. For more information, go to www.gscb.org.uk. This policy must be read in conjunction with the Safeguarding Incorporating Child Protection Policy and the Equal Opportunities Policy.

Ratified on: 16th July 2020

Review date: July 2021

Consultation procedure

During the Covid 19 situation we have consulted parents virtually via an online presentation and resources produced by Ten Ten. These are online and deemed good practice by the DFE.

As a partnership we have worked together virtually to review the RSE curriculum.

We have also conducted a virtual consultation with governors.

Dissemination

A draft policy will be given to governors from the partnership to discuss and ratify.

DEFINING RELATIONSHIPS 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”¹.

1. RSE is about the development of the pupil’s knowledge and understanding of herself or himself as a sexual being, about what it means to be fully human, called to live in healthy relationships and being enabled to make moral decisions in conscience.
2. The focus will 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.”² This will 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

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. p4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. p19

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 about the human person and is 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 a 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, reflecting God's beauty, and sharing in the divine creativity. RSE, therefore, will be placed firmly within the context of relationships 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 framework, as it is concerned with nurturing human wholeness and is 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.

RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family while acknowledging that all pupils have a fundamental right to have their life respected, whatever household they come from. It will also prepare all our pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme upholds Catholic values relating to the importance of stable relationships, marriage and family life.

These are enshrined within the 'Life to the Full' scheme of work, faith, hope, love, wisdom, justice fortitude, temperance and prudence.

It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us 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, our school aims state that we will endeavour to raise pupils' self-esteem, to help them to grow in knowledge and understanding, to recognise the value of all persons and to 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”³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and is 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 – in their own person and in the person of others;
- 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;
- recognition and appreciation of their own sexual identity and that of others;
- celebration of the gift of life-long, self-giving love;
- recognition of the importance of marriage and family life;
- fidelity in **mutually-supportive** 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, both within relationships and when those 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, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

³ *Gravissimum Educationis* 1

- assessing risks and managing behaviour in order to minimise the risk to health and personal integrity.

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

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in respect of 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 and aggressive behaviour (including cyber-bullying), the use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

The governing body has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the 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.

(It is important to draw links to our school's inclusion/ single gender policy).

BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

PROGRAMME/RESOURCES

Our programme, **'Life to the Full'** is split into 3 Key modules:

Created and Loved by God

- Me, my body and my health.
- Emotional well-being
- Life cycles.

Created to love others

- Personal Relationships
- Keeping Safe

Created to live in community.

- Living in the wider world.

By the end of **Key Stage One**, children will know/be able to:

MODUL E	UNIT	Learning Outcomes
<i>Created and Loved by God</i>	Religious Understanding	That we are created individually by God; That God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; That we are created as a unity of body, mind and spirit: who we are matters and what we do matters; That we can give thanks to God in different ways.
	Me, My Body and My Health	That we are unique, with individual gifts, talents and skills. That our bodies are good; The names of the parts of our bodies That girls and boys have been created by God to be both similar and different. That these differences are physical, emotional and spiritual and together make up the richness of the human family.
		That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc.); That we can use language to describe our feelings

	Emotional Well-Being	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). A language to describe our feelings
		That feelings and actions are two different things, and that our good actions can 'form' our feelings and our character and vice versa.
		Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;
	Life Cycles	That there are natural life stages from birth to death, and what these are.
Created to Love Others	Religious Understanding	That we are part of God's family; That Jesus died on the cross so that we would be forgiven; that saying sorry is important and can mend friendships; That Jesus cared for others and had expectations of them and how they should act; That we should love other people in the same way God loves us.
	Personal Relationships	To identify 'special people' (our parents, carers, friends, teachers, parish priest) and what makes them special; The importance of family and different family set-ups e.g. adoption; The importance of being close to and trusting special people and telling them if something is troubling us.
		How our behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; That there are different types of teasing and that all bullying is wrong and unacceptable.
		To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.
	Keeping Safe	Actively participate in activities such as 'Smartie the Penguin' story; Answer questions to know what is and isn't safe online; Whom they can go to to talk about anything they feel uncomfortable about, particularly online.
		The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe.
		That they are entitled to bodily privacy;

		That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.
Created to Live in Community	Religious Understanding	That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.
		What a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this, e.g. Jesus' teaching on who is my neighbour.
	Living in the Wider World	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);

By the end of **Lower Key Stage Two**, children will know/be able to:

MODUL E	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	That we are created individually by God who is love, designed in His own image and likeness; That God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); That every human life is precious from the beginning of life (conception) to natural death; That personal and communal prayer and worship are necessary ways of growing in our relationship with God; That in Baptism God makes us His adopted children and 'receivers' of His love; That it is important to make a nightly examination of conscience.
		That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Me, My Body and My Health	That similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; That self-confidence arises from being loved by God (not status, etc.). That there is a need to respect and look after our bodies as a gift from God through what we wear, what we eat and what we physically do

		<p>What the term puberty means; When we can expect puberty to take place; That puberty is part of God's plan for our bodies.</p>
		<p>The correct naming of genitalia; What changes will happen to boys during puberty; What changes will happen to girls during puberty.</p>
	Emotional Well-Being	<p>That emotions change as we grow up (including hormonal effects); To deepen our understanding of the range and intensity of our feelings; that 'feelings' are not good guides for action; What 'emotional well-being' means; That positive actions help emotional well-being (beauty, art, etc. lift the spirit); That talking to trusted people (e.g. parents/carer/teacher/parish priest helps our emotional well-being).</p>
		<p>Recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p>
		<p>That some behaviour is wrong, unacceptable, unhealthy and risky; That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p>
Life Cycles	<p>That we were individually made by God with the help of our parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fit into the cycle of life; That throughout our lives human beings act at three integrated levels: physical, psychological and spiritual.</p>	
Created to Love Others	Religious Understanding	<p>That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p>
	Personal Relationships	<p>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.</p>

		Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; About harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
	Keeping Safe	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; To use technology safely; That just as what we eat can make us healthy or ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if we encounter inappropriate materials or messages.
		To use technology safely; That bad language and bad behaviour are inappropriate;
		To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
Created to Live in Community	Religious Understanding	That God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’; That the human family is to reflect the Holy Trinity in mutual charity and generosity.
		That the Church family is comprised of home, school and parish (which is part of the diocese).
	Living in the Wider World	That God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

By the end of **Upper Key Stage Two**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	That physically becoming an adult is a natural phase of life. That lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it! That we are made to love and be loved.
		That similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community; That self-confidence arises from being loved by God (not status, etc.).
	Me, My Body and My Health	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls/boys will experience during puberty;

		<p>About the need to respect our bodies as a gift from God to be looked after well, and dressed appropriately; That there is a need for modesty and appropriate boundaries.</p> <p>How to make good choices that have an impact on their health, e.g., rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	
	Emotional Well-Being	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>To deepen our understanding of the range and intensity of our feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.</p>	
		<p>That emotions change as we grow up (including hormonal effects); That also openness with trusted parents/carers/ teachers when worried ensures healthy well-being.</p>	
		<p>The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images</p>	
	Life Cycles	<p>How a baby grows and develops in its mother's womb. <i>Basic scientific facts about sexual intercourse between a man and woman;</i> <i>Recognition of same-sex relationships (could be through use of books such as Heather Has Two mummies, Donavon's Big Day and Kind and King)</i> <i>The physical, emotional, moral and spiritual implications of sexual intercourse;</i> <i>The Christian viewpoint that sexual intercourse should be saved for marriage.</i></p>	
		<p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation including reusable options to support, care and protect God's creation.</p>	
	Created to Love Others	Religious Understanding	<p>That God calls us to love others. Ways in which we can participate in God's call to us.</p>
		Personal Relationships	<p>That pressure comes in different forms, and what those different forms are; That there are strategies that they can adopt to resist pressure.</p>
<p>What consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.</p>			
<p>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact on their actions;</p>			

		Apply this approach to personal friendships and relationships
	Keeping Safe	<p>Recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p>
		<p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</p>
		<p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p>
Created to Live in Community	Religious Understanding	<p>That God is Trinity - a community of persons</p> <p>That the Church is the Body of Christ -</p>
		<p>Develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:</p> <p>Just, understanding that the way we live has an impact on others locally, nationally and globally</p> <p>Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation</p> <p>Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p>
	Living in the Wider World	<p>To apply the principles of Catholic Social Teaching to current issues.</p> <p>To find ways in which they can spread God's love in their community.</p>

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiences
- activities
- brainstorming
- films & videos
- group work
- role-play
- trigger drawings
- values clarification
- assessment tasks, which build on prior learning

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) 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.

In addition, Ten Ten are developing a parent portal to help parents and carers to learn more and work alongside their child as they progress on their learning journey.

Parents will be consulted about 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 (see page 8 highlighted in green) 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 teacher. 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.

At St Peters Catholic Primary School, Children will be taught that everyone has an inherent dignity because we are made in the image and likeness of God. "Any behaviour which undermines someone's dignity is completely unacceptable and must be challenged in the context of a Christian community, which seeks to model God's love and the values of His Kingdom." (Pope Benedict Love in Truth)

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. 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 Teacher and The RE co-ordinator.

However, all staff will be involved in developing the attitudes and values 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.

External Visitors

External visitors may be called upon to help and guide from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions.

It is important that any external visitor is clear about their role and responsibility while they are in school delivering a session. Any visitor must adhere to our code of practice developed

in line with CES guidance 'Checklist for External Speakers to Schools'⁴ and Ten Ten's checklist for school visitors.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments by using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- ratify the RSE policy as part of the GCSP partnership, in consultation with parents and teachers;
- ensure that the policy is available to parents and carers;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that parents and carers know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSE within RE and PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RHSE Co-Ordinator

The co-ordinator, together with the head teacher, has general responsibility for supporting other members of staff in the implementation of this policy and will lead in disseminating information relating to RSE and providing in-service training.

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 RHSE in accordance with the Catholic Ethos of the school. Appropriate training will be made

⁴ CES Checklist for External Speakers to School, 2016

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 for pupil safety and is compatible with the school's other policies (for example, Anti-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.

Learning about RSE in PSHE classes will link to and complement learning in other curriculum areas.

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. We acknowledge that there are many different family structures and forms of conception such as; IVF and IUI. There may also be matters of children's maturity, of their personal involvement, of their experience which is in disagreement with the official teaching of the Church, or of their experience of illegal or other doubtful, dubious or harmful activities. During these lessons, where such questions arise, they will be dealt with sensitively and discreetly. 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.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

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 controversial 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 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 senior member of staff responsible.

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. In line with the school's pastoral care policy and practice, teachers will always help pupils facing personal difficulties. Again in line with the school's safeguarding procedures, teachers should explain to pupils that they cannot offer unconditional confidentiality in matters of, for instance, illegality or abuse. 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

In liaison with the GCSP cluster, the RSE Co-ordinator will monitor the provision of the various dimensions 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 questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, 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 ratifying the amended policy. Governors remain ultimately responsible for the policy.