

# Human Relationships and Sex Education (HRSE)



Members of staff responsible: Mrs Doolan  
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### **Mission Statement**

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

### **Vision for Human Relationships and Sex Education**

At Saint Clare's 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. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. 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 Saint Clare's 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 reviewed every two years by the Head teacher, HRSE Co-ordinator and school Staff.

The policy will be circulated to all members of the Governing Body, parents and staff in school. The school prospectus will contain a statement about HRSE teaching and our policy and curriculum overview will be on the school website. 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**

At Saint Clare's under the guidance of the Education Service, we use the term Human Relationships and Sex Education (HRSE) as we believe 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 Saint Clare's we teach our children 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'. A copy of which can be seen in school.

In our HRSE curriculum we have woven through the key objectives for PSHE to give the children of St Clare's the skills and understanding to lead confident, healthy and independent lives, building on their relationships with God and others.

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that:

*"to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." P.8*

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 new statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every

three years from the first required teaching (September 2020). The statutory guidance is available from the DfE (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). It should be read in conjunction with this Diocesan guidance and the following documents.

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

### **Purpose of the Statutory Guidance**

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision. The table summarises statutory obligations.

<b>Relationships Education</b>	<b>Relationships and Sex Education</b>	<b>Health Education</b>
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).	All maintained schools including schools with a sixth form, academies, free schools, non- maintained special schools and alternative provision, including pupil referral units. The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.  Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age- appropriate curriculum

### **Requirements of the Diocese of Lancaster**

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements. (The term sex and relationships should be replaced in policies with human relationships and sex education.)

The key points within this guidance are as follows:

- All schools must have an up-to-date HRSE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.
- This should be developed in consultation with parents and the wider community.
- Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
- All schools' policies must include how they will teach Relationships Education, Relationships and Sex Education (RSE) and Health Education.

### **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 love 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, 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 Saint Clare's we live out the Gospel values shared in the Beatitudes, throughout the life of school by modelling the importance of a loving relationship with God established 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.

As pupils progress through Key Stage Two they 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. Our 'Peaceful Prayer Time Committee' plan and deliver their own sessions to other children and share their own understanding and Faith often responding to whole school worship and Key Stage Liturgies. 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. This is why Christ and His Gospel must be the foundation of the educational project of each school, 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 is called to keep the Gospel whole and alive amongst pupils, families, and staff.*

HRSE should deepen the following areas of understanding.

- To develop self-respect and love of self.
- To invite young people to develop and deepen a loving relationship with God.
- To invite young people to understand that their life has a purpose.
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God’s love.
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
- A strong awareness of their own safety and the nature of consent.
- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.
- To develop an understanding of job roles, careers and money.

## **How will we use HRSE to develop attitudes, personal and social skills and knowledge and understanding**

- 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, including ways to manage different emotions with a focus on mental health.
- 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 teach children about career choices, jobs and skills needed in a variety of sectors, including the role of money and its effects on life.
- 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 develop the children's understanding of how to recognise risk and emergency and how to deal with this including basic first aid. (Year 6)

### **Inclusion**

At Saint Clare's we identify that young people mature in different ways and all children are special and unique in God's eyes. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, family, 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 Saint Clare's 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 at St Clare's now includes the main learning objectives for PSHE to ensure children can access all statutory requirements. These objectives continue to be taught in line with the Catholic ethos of the school.

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:**

- Resources from School Nurse Team
- Childline
- Internet Safety Team
- First Aid team
- We Believe
- Ten:Ten
- The Way the Truth the Life
- Come and See
- Caritas in Action
- PSHE.org
- 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 schools 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 Saint Clare's 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 be 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 will be responsible for leadership, co-ordination and monitoring of the programme. All staff will deliver HRSE in school appropriate to their training and year group that they are working with. School will also use other agencies to support the teaching of HRSE from the school nurse team, NSPCC and 10:10 theatre company. All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based 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, 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 Saint Clare's and agree to follow the instruction.

### **Recording HRSE**

Each class in school has a HRSE and Online Safety book. Work, photographs, discussions etc. are recorded here in order to celebrate and evidence the objectives covered throughout the curriculums.

### **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 which can be found on our school website.