

# Loyola Preparatory School Policy for RSE

*“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”*



***Ad Majorem Dei Gloriam  
To the Greater Glory of God***

# RSE Policy

## Introduction

The teaching about love and sexual relationships at Loyola Preparatory School is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

## Pedagogical principles

Loyola Preparatory School's has a RSE programme entitled '*Journey In Love*' which enshrines core pedagogical virtues- that it is and it must, above else, qualify as good education. This resource has been created for primary schools on Relationship and Sex Education and is intended to support teachers and parents in Catholic schools to enable the holistic growth in love of children.

At the heart of this resource is the belief that we are made in the image and likeness of God and, consequently, gender and sexuality are God's gift, reflecting his beauty and sharing in divine creativity. In order that children may grow and flourish healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and deepen their self-knowledge.

An aspect of the mystery of love is treated in each year group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the primary years through a series of suggested, progressive and developmental tasks, activities and reflections that focus on social, emotional, physical and spiritual development.

Therefore, it will be:

## Progressive & Developmental

The learning is reflected at each stage of the development of the person. It is part of education and it is appropriate to the age and stage of development of children and young people during the different phases of their education. It is also continuous and developmental. It is a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

## Differentiated

We ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods are adapted and specialist resources and training is provided for those with particular needs. The school ensures that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

## Cross-curricular

Since Loyola is committed to the education of the whole person, teaching on relationships and sexuality is reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each will be informed by the other. Each discipline will speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

## Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but ensures that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Pupils hear a consistent message about the meaning and value of human

sexuality at home, in the parish and at school.

## **Balanced**

Whilst promoting Catholic virtues, Loyola ensures that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

## **The structure of this model curriculum**

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- Created to live in community -local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue; we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHEE content of the theme.

## **Christian virtue and RSE**

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience, and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that we seek to develop in our pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared

## **Catholic Vision**

"God created man and woman in his own image, with equal dignity, different yet complimentary, our sexuality is a gift from God, and must be expressed accordingly to his will and love. Our bodies are temples of the Holy Spirit and we are one body with Christ. Genuine love is the fundamental vocation of every human being" (The Catechism of the Catholic Church)

## **Background**

The Church has always recognised that it is a privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly in the sensitive area of sexual development (Gaudium et Spes, n52, Familiaris Consortia, n37, Education Guidance in Human Love, n48). Parents have the first responsibility for educating their child, both in the Faith and in their social interactions with others.

However, it has also recognised that due to the difficulties which such education encounters, parents need a 'major commitment on the part of the Christian community' and calls on the school, the parish and other bodies to collaborate with the family (EGHL n54). We see our role as supporting the family in this responsibility.

In accordance with the Education Act of 1988, Loyola offers a curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils who are members of the school and of society, and
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.

We believe that appropriate and responsible sex education is an important element in preparing pupils for adult life.

### **Church Teachings**

The basic document on sex education in the Catholic community is that published by the Sacred Congregation for Catholic Education in 1983, Education Guidance in Human Love. The Bishops of England and Wales also published a statement, laying the Foundations for Education in Personal Relationships, at the Low Week Meeting of April 1987. One quotation from each document gives a flavour of the content of each:

"Sex education is not reducible to simple teaching material, nor theoretical knowledge alone, nor does it consist of a programme to be carried out progressively, but it has a specific objective view: an effective maturation of pupils' self-control and of correct behaviour in special relationships" Educational Guidance in Human Love.

"Sex education cannot be reduced to simply the giving of biological facts. Our schools have the responsibility to ensure that the information our children are given is received in the context of the Christian community and with Christian values, and based on sound moral principles"- Bishops' Conference 1987.

### **The Statutory Responsibility**

The 1988 Act requires that the governing body and the head teacher "shall take steps as are reasonably practicable to secure that where sex education is given to any registered pupils at the school it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life"

### **Aims**

Our policy aims to make clear the moral considerations upon which our Education in Personal Relationships is based, with due emphasis on the importance of family life. We recognise that a diversity of relationships exist within society. While reaffirming Catholic teaching we remain non-judgmental and emphasise that a loving and caring environment is paramount.

To enable our pupils to live a full and satisfying life we want them:

To grow in friendship with themselves

- To know that they are uniquely loved
- To appreciate their personal worth and talents
- To recognise and positively respond to their limitations
- To respect and care for themselves
- To make informed choices and accept personal responsibility
- To understand their physical development respecting and reverencing the wonder of their bodies

To grow in friendship with God

- To appreciate that God loves us first and forever
- To appreciate and value relationship and God as integral to human fulfilment
- To appreciate the whole of creation as a sign of God's love
- To develop their personal relationship with God through prayer and meditation
- To develop their relationship with God through shared prayer and worship

To grow in friendship with others

- To know that others are also uniquely loved
- To deepen their appreciation of their relationship with their parents
- To appreciate and respect the work and talents of others
- To respect the beliefs, values and cultures of others
- To develop friendships and positive relationships
- To cope with difficulties in relationships
- To understand and appreciate the wonder of human love and the creation of new human life
- To understand their social responsibilities
- To enable them to become responsible citizens
- To encourage a progressive understanding and engagement in commitment

To grow in friendship with the world around

- To appreciate the goodness of creation as loved by God
- To appreciate the wonder of the beauty of the natural world
- To learn respect and care for the natural world
- To understand the importance of our natural environment and grow in understanding of our responsibility for it.

Vatican II states...

"..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 sex ... and young people have the right to be stimulated to make sound moral judgements based on a well-informed conscience and to put them into practice with a sense of personal commitment ... "

Gravissimum Educationis (para 1), Second Vatican Council

## **Our Approach**

The "Journey In Love" (recommended by Brentwood Diocese) scheme has as its foundational premise the belief that we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity.

The emphasis is on secure relationships, built on respect, with ourselves, our family, our friends and God. This is important to inform our judgements about relationships as we get older. The scheme is firmly rooted in the teachings of the Catholic Church and links with RE, PSHEE and Science. Through the scheme we will endeavour to:

- To encourage children to marvel at the wonder and beauty of God's creative love
- To present information to pupils in an objective and age appropriate manner.
- To recognise the importance of our relationships with ourselves, each other and God
- The enable pupils to make informed and responsible decisions about the attitudes they adopt while they are at school, at home and in adult life.
- To develop self-esteem.
- To develop self-respect and respect for others.
- To help pupils appreciate the advantages of stable and caring relationships as in marriage.
- To provide the correct vocabulary for discussing topics relevant to the age of the child.
- To create an environment in which trust and respect are promoted
- To be able to identify, acknowledge and manage a range of feelings

## **Topics and Objectives**

The Topics

EYFS: The Wonder of being special and unique

Year One: We meet God's love in our family

Year Two: We meet God's love in the community

Year Three: How we live in love

Year Four: God loves us in our differences

Year Five: God loves us in our changing and developing.

Year Six: The wonder of God's love and creating new life.

It is proposed that the whole school will follow their topic during the same period of time in the summer term (i.e. 1 or 2 weeks). Parents will receive information about what the children will be learning before the topic begins. We will also encourage children to bring work home so that they can discuss what they have been learning at home.

Parents of pupils in year 5 & 6 will be invited on an annual basis to a meeting when they will have an opportunity to view the materials e.g. PowerPoint DVDs, worksheets which will be used.

### **The role of parents**

We recognise that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development particularly in the area of sex education.

The primary role of parents is paramount to the successful implementation of any policy on RSE. The Church community also has a privileged role in collaborating with parents in their educative task and as a school we see our role as supporting them and working in partnership together.

The supportive role of the school will be exercised with sensitivity. The dignity, privacy and modesty of children will always be respected. Teachers will ensure that no pupil feels pressured either to reveal or discuss private matters or to be involved in a way which they might feel distaste or embarrassment.

The links between home I school and parish are of fundamental importance. We see our RSE programme as complementing the teaching and life of home and family.

### **Right of withdrawal**

The School recognises that parents have the legal right to withdraw their children from sex education where this is not contained in the National Curriculum. Parents should put this in writing to the Headteacher and arrangements will be made for their child to be withdrawn.

The school does hope that parents will see the value of educating children in these matters within the context of the Catholic faith.

### **Role of Governors**

The Trustees and Governors have the legal responsibility of deciding whether or not Sex Education should be taught in school. Diocesan advice is that the needs of children require that schools provide such education. The Trustees and Governors are currently involved in the adoption of our use of this scheme of work and policy.

### **Confidentiality**

The issue of staff/pupil confidentiality is of importance. Where a pupil is considered at risk from any type of abuse, whether emotional, physical or sexual, or in breach of the law, the teacher must refer this matter immediately to the Headteacher in compliance with the school procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling:-

- Teachers must not promise confidentiality
- Pupils must be made aware that any incidents may be conveyed to the Head and possibly parents
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential the pupil can then decide whether to proceed or not.

**Provision will be monitored and reviewed on a regular basis by the RE Lead and SLT through:**

- Monitoring lesson plans and teaching & learning
- Regular discussion at staff and governors' meetings
- Audit of policies, practice and schemes of work.
- Sharing of classroom work and practice.
- Collation of pupils' work
- Inclusion on SDP.

*“Learning to love encompasses a range of relationships not just sexual ones, because human being flourish through various and different relationships with other people. God's gift of friendship is a way of loving, and while sexual loves presupposes friendship, friendship does not require full sexual involvement.”*

*Cardinal Basil Hume, 8<sup>th</sup> April 1997*

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