

# ST JOSEPH'S CATHOLIC INFANT SCHOOL

## Policy on Family Living & Relationships 2023-2026

### (Relationships & Sex Education)

I am special in God's eyes

We will be a happy, welcoming school with Christ at the centre, where everyone is recognised as special

"Do not be afraid for I have redeemed you;

I have called you by your name,

you are mine.

Because you are precious in my eyes,  
because you are honoured and I love you."

Isaiah 43 : 2-5

### Introduction

In this Catholic school, it is essential that our children are able to make responsible and well-informed decisions about their lives. The objective for Family Living and Relationships education is to help and support children through their physical, emotional and moral development in line with their faith value system and beliefs. It is our aim to help our pupils to learn to respect themselves and others and move with confidence through their childhood. This is underpinned by the school's mission statement, which in child friendly language reads, as 'I am special in God's eyes'.

St Joseph's Catholic Infant School offers a curriculum, which is tailored to the age and the physical and emotional maturity of the children. While we offer answers to questions directly led by our faith beliefs, we are sensitive to modern family living.

Family Living and Relationships is not taught as a separate subject but as an integral part of the 'Come and See' programme for religious education and through elements of the EYFS and national curriculum for science and personal, social, health and citizenship education. Informally your child will learn about Family Living and Relationships through the values and ethos of the school and through contact with other children. Our programme is appropriate to the age and needs of the children and therefore **does not** have explicit lessons on conception and reproduction.

### Rationale

St Joseph's Catholic Infant School recognises pupils as unique persons, created in the image of God, loved by God, and intended to live life to the full. St Joseph's believes that Family Living and Relationships education is a responsibility we share with parents.

### Aims

- To promote the development of attitudes and values which are truly gospel inspired, such as love, truth, justice, freedom, integrity and reconciliation

- To provide an understanding that positive, caring environments are essential for the development of a good self-esteem and that individuals are in charge of and responsible for their own bodies
- To give sensitive answers that are appropriate to age and maturity for the individual, that reinforce the faith values of Catholics whilst being supportive of individual family circumstances
- To promote the spiritual, moral, cultural, mental and physical development of children at the school
- To keep children safe from harm and to protect them from exploitation
- To provide, appropriate to age and ability, accurate knowledge and an understanding about family living and relationships
- To help children to develop skills to understand difference and respect themselves and others
- To help pupils to develop skills for the purpose of preventing and removing prejudice.

## **Objectives**

To develop the following attitudes and virtues, and personal and social skills -

- Know that they are a unique creation of God and so are able to grow in self-respect, developing a positive attitude to themselves, their feelings and their sexuality
- Recognise the importance of forgiveness and saying sorry in relationships
- Understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships
- Reflect on their own relationships, recognising those qualities that help relationships grow
- Develop knowledge, communication skills and understanding in order to help personal decision-making
- Act responsibly as an individual and as a member of a group
- Identify and have the confidence to talk about their emotions and how to respond positively to them
- Communicate a point of view clearly and appropriately and listen to the views of others
- Begin to take responsibility for oneself and for one's actions
- Begin to come to understand the influence and impact of the media, internet, peer groups and develop the ability to assess pressures and respond appropriately
- Explore and respond appropriately to prejudice and gender stereotyping
- Think positively about their own body
- Know the correct vocabulary for external body parts
- Think positively about other people, adults as well as children
- Learn to take care of themselves, their health, safety and personal hygiene
- Know that some diseases are infectious
- Keep themselves safe and ask for help and support when needed
- Become aware of good choices and wrong choices and their consequences
- Make good choices about what to do in particular situations
- Manage relationships with friends confidently and effectively

- Develop the ability to form positive, non-exploitative relationships and reject bullying
- Explore and reflect on their own experience of relationships
- Have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members
- Have an understanding of a family as a spiritual community in which members can grow in faith, hope and love.

## **Roles and Responsibilities**

We acknowledge that parents are the first educators of their children and that the school works with them in partnership.

It is the responsibility of the **Governors** to:

- Consult and draw up the RSE policy
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies eg Special Educational Needs, the ethos of the school and our Christian beliefs
- Ensure there is 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 PSHE.

It is the responsibility of the **Headteacher** and the **PSHE co-ordinator** to:

- ensure that both staff and parents are informed about our RSE Policy
- monitor this policy on a regular basis.

It is the responsibility of **all staff** to:

- be involved in developing the attitudes and values aspect in line with the RSE policy
- be role models for pupils of good and healthy relationships between staff, other adults and pupils
- contribute to the development of pupils' personal and social skills.
- report concerns regarding relationships or behaviour to the appropriate person.

## **Equalities Obligations**

The Local Academy Committee of governors 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.

## **Teaching**

Relationships and sex education at St Joseph's is found in elements of personal, social, health, emotional and citizenship education. It is also taught directly through aspects of the formal taught curriculum and through the recommended programme of study for Catholic schools for PSHE. This will be a progressive scheme of work that supports the Religious Education, and Science curricula taught within the school.

### ***Religious Education***

Children are taught about Family Living and Relationships as an integral part of the Catholic Religious Education Programme 'Come and See.

### ***Understanding the World***

Children will be given opportunities to encounter creatures, people, plants and animals in their natural environment and in real life situations.

Children will learn about similarities and differences in relation to places, objects, materials and living things. They will make observations of animals and plants and explain why things occur, and talk about changes.

Children will talk about differences and similarities between themselves and others, and among families, communities and traditions. Naming basic parts of the body.

### ***Personal, Social and Emotional Development***

Children will explore role-play and learn from practitioners acting as positive role models. They will show sensitivity to others' needs and feelings, and form positive relationships with adults and children.

Children will talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They will learn about how to seek help for behaviour that is worrying them.

### ***Communication and Language***

Opportunities will be provided for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other. Children give their attention to what others say and respond appropriately. They express themselves effectively, showing awareness of listeners' needs.

### ***Science***

Children will be taught:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- to notice that animals, including humans, have offspring which grow into adults
- to find out and describe the basic needs of animals, including humans, for survival.

## **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing issues that arise openly, within the scope of the RSE policy.

## **Safeguarding Procedures**

If a teacher has any concerns regarding the welfare of a particular child/adult, then that teacher will make a dated note of their worries and liaise with the Designated Safeguarding Leads on the staff. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only. After consultation, it is the decision of the Headteacher as to whether the information is forwarded to the relevant body.

Teachers should explain to pupils that they cannot offer unconditional confidentiality for example, in matters which are illegal or abusive. Teachers will explain that in such circumstances they would have to inform others eg parents, Headteacher.

If there is a suspicion of possible abuse, teachers will follow the Trust's Safeguarding Policy and Child Protection procedures.

## **Monitoring and Evaluation**

The Headteacher will monitor the impact of the policy on a regular basis.

The PSHE leader will monitor the provision of the curriculum on an annual basis in regard to this policy being implemented and the outcomes and impact on teaching and learning..

## **Review**

This policy will be reviewed every 3 years or earlier if required.

**Date: Updated Feb 2024**

**Review Date: Feb 2027**

## Appendix A – Ten:Ten Life to the Full Overview

‘Ten, Ten: Life to the Full’, is a scheme for use in Catholic schools, which aims to develop the Catholic ethos, encouraging children to treat others like Jesus would. It also helps pupils develop a deeper relationship with Jesus, which enables them to understand God’s plan and live life to the full.

No two schools will roll out the Life to the Full programme in the same way. Every school should make an independent decision about when and how the lessons should be taught.

This is dependent on:

- The age and stage of children in the classroom
- What children have or haven’t been taught previously
- What the Local Academy Committee of governors, in consultation with parents, choose to teach and when.

It is a fully resourced Scheme of Work in Relationships and Sex Education for Catholic primary schools, which embraces and fulfils the new statutory curriculum.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God.

The programme is fully inclusive of all pupils and their families.

### **The Ten:Ten – Life to the Full programme includes:**

- 80 lesson plans for EYFS up to Year 6.
- High-quality videos created by Ten:Ten specifically for UK-based Catholic primary schools;
- Programme of prayer and worship music to accompany the scheme of work;
- Assessment Activities;
- Guidance for Programme Coordinators;
- Teaching training sessions;
- Programme Pathways for a variety of school timetables;
- Online Parent Portal for links to home.

## Ten:Ten Programme Structure

When using Ten:Ten Life to the Full, we follow a three-stage structure which is repeated across three different learning stages:

- EYFS section of the scheme, aimed at Nursery and Reception.
- Key Stage One is aimed at Years 1 and 2

The following sections are taught by our sister junior school St Edwards Catholic Junior School.

- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RHE Curriculum:

- **Created and Loved by God**
- **Created to Love Others**
- **Created to Live in Community**

Each Module is broken down into Units of Work:

### **Module 1** Created and Loved by God

Units

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-Being
- Life Cycles

### **Module 2** Created to Love Others

Units

- Religious Understanding
- Personal Relationship
- Keeping Safe

### **Module 3** Created to Live in Community

- Units Religious Understanding
- Living in the Wider World