

HRSE Policy

St.Francis' Catholic Primary School

'Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. As children of God, we care for each other and we always try to do our best'

Vision for Human Relationships and Sex Education.

At St.Francis' 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, Diocesan Education Service, school nurse and Parish Priest.

In consultation with the Governing Body and stakeholders mentioned above, the policy will be implemented in 2017, reviewed every two years, by the Head teacher, HRSE Co-ordinator (Mrs Rossall), the Governing Body and school staff. The next review date is September 2019. The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus contains a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. 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 St. Francis' 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 Department for Education (2000) suggests that sex and relationship education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well-being, including sexual health. The Diocese of Lancaster supports all these aims in educating about relationships and sex education though recognises that the Church's objectives in this are about complete human formation.

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)

Our school will follow the guidance provided by Lancaster Diocese. In school, we teach PSHE through SEAL programme and this will support the teaching of HRSE within our school.

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 St.Francis' we live out the Gospel values shared in the Beatitudes, throughout the life of school by continuous modelling and referring to the Gospel Values and placing utmost importance on Christ's teachings and greatest legacy. The children have many opportunities in which to live out the Gospel Values, which are embedded as part of our daily school life. Daily class Prayer and Liturgy incorporates these values, assemblies, special weeks, masses, school behavioural expectations and fundraising are some examples of this.

The school promotes all pupils' Personal, Social, Emotional, Health, Spiritual, Moral and cultural development. PSHE is taught in all year groups through the SEAL (Social, Emotional Aspects of Learning) and is reinforced in weekly whole school assemblies tied in with Gospel Values.

As a Catholic school, pupils spiritual, moral, social, emotional & cultural development is central to all that we do. Prayer and Liturgy is part of everyday life and all staff encourage & promote good relationships by being role models for the children in showing respect, tolerance and kindness. We work hard to promote our Catholic ethos in every aspect of school life. Everyone has high expectations and works hard to develop not only spiritual awareness but also self-awareness, confidence and self-esteem in all pupils.

Ofsted previously stated '*Pupils behavior is outstanding and they have excellent attitudes to learning.*' Pupils feel safe in school and are happy. Issues are resolved quickly; pupils make restitution/reparation.

Parents who are involved in the support of their child's behaviour problems report satisfaction with outcomes and involvement.

A very effective house system promotes positive behaviour and high esteem; points are awarded for a variety of reasons, and totals are announced each Friday in the Awards Assembly with a trophy awarded to winning team. This gives children a sense of belonging and working for the good of others.

Individual pupils are rewarded with the 'Golden Award' each week chosen by their teacher/fellow pupils.

All staff have good relationships with children and always ready to listen to any worries or concerns from children or parents. Staff will seek advice from other professionals or offer advice as needed. Children actively want to raise money to support charities locally and globally. The children run Fairtrade stalls throughout the week, initiate their own ideas for fundraising and take supporting each other very seriously.

We have a range of initiatives for the children to develop their relationship skills:

Raising money through work around Catholic/local/national charities. The children lead assemblies to look at ways whole school can give aid or support work of others.

Children visit local care homes to carol sing or make decorations for events. We invite the local community into school for Coffee morning/bingo concert/fundraising/CAFOD concerts where the children perform as part of school.

Children prepare and take ownership of stalls at school functions such as school fairs.

Responses and views of children are promoted in many areas of curriculum through discussions/debates around a variety of issues.

Children's views are sought regularly as part of School Council.

Some children are 'Bullying Ambassadors' and receive training in high schools to develop their role within school. Playground PALS and Peer mediators support the behavior and safety of the school.

Links with local Police also rewards children who have been involved in positive contributions to community.

Children visit high schools to extend learning.

Visitors to school including sports coaches, music teachers, school nurse, advisors, parents, other schools and staff regularly comment on the excellent behavior and attitude of the children both inside and outside of school day and within extra-curricular activities. Our children are often invited to take part in events. We receive excellent feedback from venues about the interest, behavior and enthusiasm of our pupils.

The school functions as an orderly, safe and corporate community. Behaviour is generally outstanding and never less than good and is regularly commented upon by parents and visitors to school.

Children's good manners and behaviour are noticeable around school every day.

Each class establishes its own Classroom Code at the start of the academic year, and the school policy on behaviour and discipline has a clear statement of aims and objectives, a code of conduct, rewards and sanctions for behaviour.

Children are trained within school to trouble shoot any low level behavior. School prefects are exemplary role models to younger children and aim to lead by example. Our curriculum informs pupils and invites them to consider issues such as ethical and moral issues with most children developing well in their attitudes. They learn about the importance of truth, justice and fairness and their understanding is demonstrated in the ways in which they are prepared to stand up and speak out when they believe that something is wrong.

Our effective School Council listens to ideas and discuss issues in classes. 'Bullying Ambassadors' are prominent within our school and they support peer mediators and playground pals in developing their roles. Members of the school council support the direction of the school, considering pupil voice.

Children in Reception class are given a Year 5 'buddy' who helps them throughout their first year in school. They support children in the dining hall, assisting with clothing, instigate playground games, read stories, sit with the children in Church and have many other important roles when making sure the children feel safe in their new school. The children continue to do this when they move into Year 6 and their buddies move into Year 1. In year 1 the children become 'reading buddies' and partner up to support the young readers. Pupil relationships are very good; children are supportive of one another, tolerant and willing to help and support.

The children lead the children and work hard to support each other. Children in junior classes make create rotas independently to support younger children in their play outside. A culture of care and thoughtfulness permeates the school and relationships between children and staff, staff with staff and all members of our school community are respectful and supportive. We greatly value kindness and care for our common home. Our aim is to bring our children closer to God and to know that they are loved by God with Christ as our role model.

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 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.

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.

What will we do as a 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.

Inclusion at St.Francis'

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. This will always be done with discretion and sensitivity for children who need extra support.

Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that (name of 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. For additional information, you can find our existing equality policy on our 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. The 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.

We use resources in school, such as 'This is my Body' to support the HRSE framework. Our positive behaviour policy also supports this teaching as does our RE teaching.

Parents

The Church recognises parents as the first educators of their children. The school always supports parents in this task. 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. It has been published on our school website for parents to see and give feedback upon.

Should parents wish to withdraw their child(ren) from HRSE lessons, they must contact the headteacher no later than the start of the school day when the lesson will take place. The school will involve and support parents in learning

about HRSE by sharing the programme of study, sending letters when visitors are coming to school, informing letters when a sensitive subject is to be taught, sending homework resources to use at home, information in school our school prospectus and on our school website.

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

Mrs Rossall is the subject leader for HRSE and is also our Year 5/6 teacher. She will lead and monitor the programme alongside the headteacher. Mr Chris Moran is the named governor for overseeing this programme alongside the headteacher and both have attended Diocesan training on this subject. Class teachers will deliver the curriculum and the school nurse will be involved as and when required.

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 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 St. Francis' and agree to follow its instructions.

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. All staff teaching HRSE have up-to-date safeguarding professional development. Questions asked by students that are a cause for concern for the teacher will be addressed in accordance with the school's safeguarding policy and confidentiality procedures. This is available on the school website.

Review Date: September 2019