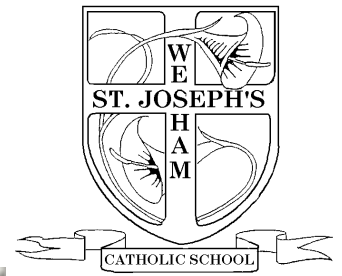


Human Relationships and Sex Education Policy  
Revision History

Document Revision	Reason for change	Date	Date of next Review
A	First issue (New policy based on Lancaster Diocesan template)	01/09/17	01/09/18
B	Annual review	01/11/18	01/11/19
C	Annual Review	11/10/19	11/10/20
D	Reviewed due to changes from the DFE	07/02/2020	07/02/2022
E	Reviewed and staff and website details updated	01/09/21	01/09/24



Diocese of Lancaster  
Education Service



## Human Relationships and Sex Education Policy

St Joseph's Catholic Primary School

HRSE Governor: Jennifer Bilsborrow  
HRSE Coordinator: Pauline MacDougall

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## **Vision and Mission.**

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

*At St Joseph's 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. We are all God's children and as such we begin life through the loving relationship between Father and Mother which God has created in the institution of Marriage.*

### **Our Mission Statement**

St Joseph's Catholic Primary School is a welcoming, Christ centred community where God's love is present in all that we think, say and do. Our school is a safe, happy place where every child is cherished, respected and valued. We inspire and guide each other to be the best we can be. Through Christ's love we embrace our sense of community, our faith, our children, our families and our opportunities to learn.

"Aspire not to have more, but to be more"  
Blessed Archbishop Oscar Romero

### **Procedures**

The following groups have been consulted as part of producing this policy.

- Teaching staff
- Governing Body
- Parents
- Diocesan Education Service
- Parish Priest

In consultation with the Governing Body, the policy will be implemented in September 2021, reviewed every *two years*, by the *Head teacher, HRSE Co-ordinator, the Governing Body and school Staff*. The next review date is *September 2024*.

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus should contain a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The prospectus should also cover the statutory elements of relationships education, relationships and sex education and health education that are not covered in HRSE, though the whole intent of the school curriculum is drawn from its Catholic character. 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 we believe that relationships education is about all aspects of growing a fulfilled, happy life and 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 school's responsibility than teaching about mathematics or English. At St Joseph's 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 will 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.**

### **5a. Statutory framework**

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

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.

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 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.

	<p>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.</p> <p>Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum</p>
<p>The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.</p>	

We, at St Joseph’s, provide a broad and balanced curriculum as stipulated in the National Curriculum. Provision is made for PSHE and HRSE within the curriculum mainly through the teaching of PSHE, Religious Education, Science and other subject areas eg Online Safety. In addition to this we provide other opportunities to teach HRSE through assemblies, social skills groups and outside agencies such as the school nurse.

Before the children leave for secondary school they are taught about the physical changes they will experience in puberty. This is delivered by Headteacher and supported by the class teacher and parents have the right to withdraw their child if they wish to.

**5b. 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:

1. 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.
2. This should be developed in consultation with parents and the wider community.
3. 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.
4. 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 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 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 Joseph's Catholic Primary School we live out the Gospel values shared in the Beatitudes. We value each individual, created in the image of Christ, treated with love and respect. Using Christ as their role model, the staff model how we expect the children to behave; using good manners, showing kindness and respect and promoting a culture of forgiveness and reconciliation. We focus on the Jesuit Profile which allows us to focus on two virtues each half term ie Grateful and Generous. The children work hard to display these virtues in everyday life. Our children are encouraged to evaluate their behaviour and give reasons for the choices they have made. The prayer life of the school allows the children to reflect on the scriptures and be guided by God's word, whilst promoting a closer and authentic relationship with God. All children engage in charitable work and many choose to give up their time to support groups such as Mini Vinnies and the Eco Council, whose mission is rooted in the teachings of the church. A planned, assessed and an aspirational curriculum supports the children in their learning and develops understanding of the teachings of the Church. By the end of Year 6 children are able to explain their behaviour choices, making reference to their beliefs and values, for example, Jesus' teachings 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 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, St Joseph's is called to keep the Gospel whole and alive amongst pupils, families, and staff.

The aim and objectives of HRSE at St Joseph's is to:

- 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.
- have a strong awareness of their own safety and the nature of consent.
- have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

### **At St Joseph's Catholic Primary 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.

We will encourage children to understand difference and be mindful of people who are vulnerable to discrimination because of their personal or cultural characteristics.

### **Inclusion**

At St Joseph's Catholic Primary School 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.

Our one school rule is '*love one another*'. Therefore, all children and staff feel valued and know that there is support available for anyone who may need it. At St Joseph's no one will be made to feel different or excluded because of their beliefs, values or sexual orientation and additional support will be provided for any young person who might require it.

## Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St Joseph's Catholic Primary 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.

At St Joseph's respect for each other is central to all our interactions and is supported through the teaching of tolerance and acceptance. Our School Mission, behaviour policy and Single Equality policy underpin our practice. These policies are available on our School website.

Further guidance is available for schools from the Catholic Education Service at [https:// www.catholiceducation.org.uk/guidance-for-schools/equality](https://www.catholiceducation.org.uk/guidance-for-schools/equality). The guidance covers the Equality Act 2010, the Public Sector Equality Duty and working with students of other faiths in Catholic schools.

The 2010 Act identifies the following protected characteristics applicable to pupils, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Age is also a protected characteristic. It does not apply to students, but governors should be aware of this aspect as employers.

Catholic schools should be mindful that our primary mission is to the poor and seek to alleviate any disadvantage. Attention should also focus on the SEND Code of Practice when planning for these subjects to ensure the inclusion of all students in a way that is appropriate for them. **Relationships Education, RSE and Health Education, must be accessible for all pupils and must be borne in mind when planning for pupils with special educational needs** and disabilities who represent a significant minority of pupils.

We believe that all pupils are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Learners acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Pupils are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects, in every year group.

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfillment.

The critical characteristic of Catholic education is that all people are children of God. With this belief, underpinning school life perceived limits on students because of their characteristics must always be subject to challenge as the school is part of the Universal Catholic Church. It is through this lens schools should challenge stereotypes and address behaviours such as homophobia, misogyny and sexism. Schools must be alive to the fact that the approach of the Church may not be the same as the approach taken in other areas of life, such as social media. A clear and consistent message about human dignity must be conveyed through the whole of school life by staff, students and those who support the work of the school such as governors.

Governors at St Joseph's Catholic Primary School understand the implications of the DfE's 2017 guidance Sexual violence and sexual harassment between children in schools and colleges for their school. The guidance covers what

sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment. Sadly, students can believe that sexual violence and harassment are just part of growing up.

At St Joseph's we believe that each person is a unique creation of a loving God and has been endowed with particular gifts to be developed and used for the service of others. Therefore, we believe that all pupils are valued equally regardless of sex, race, religion, culture or special educational needs and disability (Single Equality Policy) and should be treated with equal dignity. To support this all staff receive regular training in Child Protection and Safeguarding to recognise and support children who may suffer sexual harassment. In addition to this Tenten's Life To the Full programme supplements our HRSE curriculum in this area.

All teaching in HRSE, including that which covers areas around the protected characteristics, must be sensitive to the age, cultural background and family experiences of students. The Catholic view of human dignity should challenge the cultural assumptions that can underpin prejudices, such as racism, sexism and religious discrimination. **Catholic schools should robustly challenge homophobia or any inequitable behaviours based on a person's sexual orientation or gender as an infringement of human dignity.** Though schools will teach the Church's view on what it means to be human, and the challenges this offers to a wide range of lifestyles, the needs of the individual students will remain paramount. In a Catholic school, we aim to see the child, a Child of God, as a person in need of love and care. The DfE's guidance makes specific mention of teaching about lesbian, gay, bisexual and transgender characteristics, which it shortens to LGBT. The guidance states,

"At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at an appropriate point as part of this area of the curriculum."

At St Joseph's Catholic Primary School, we address questions about sexuality and gender as and when they arise. Our school's behaviour policy identifies all protected characteristics as possible triggers for aggressive or bullying behaviours. We train all staff to support children who are asking questions about themselves or others in these areas in partnership with their families and they know the legal requirements incumbent on the school with specific reference to sex or gender requirements. The dignity of each child is central to our care and we support any questioning child and their families through a culture of listening and seeing them as a person. We do not rush to label but offer children and their families time to discuss and explore what is best for them as individuals within our school community.

### **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 will 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.

At St Joseph's we use a range of teaching strategies to ensure that all children are engaged and able to access the curriculum at a level appropriate to their ability. Well planned lessons with assessment that informs future teaching are non-negotiable. Where appropriate we provide experiences beyond the classroom to support children's understanding and give them a breadth of experiences beyond the school gate. For example The Life Education Van, Science Festival and bespoke guest speakers. Given the nature of some topics as the children progress through the school, it may become necessary for teachers

to establish clear ground rules and expectations with children for some discussions.

The teachings of the Catholic Church will inform the contents of HRSE lessons and the school's safeguarding policy. Parents will be informed as to the contents of these lessons and consulted when there are curriculum changes. The HRSE policy will be taught by class teachers through discreet lessons in PSHE, RE, Worship, Science and through other subjects and approaches such as whole school and class assemblies. Other agencies may be involved to deliver this such as Childline, Police, Online Safety, First Aid training and the school nurse. The delivery of HRSE will be monitored and assessed using our whole school assessment procedures and in other ways such as reviewing our Behaviour Management policy and procedures.

## **Parents**

The Church recognises parents as the first educators of their children. The school will 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 St Joseph's 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.

Our Parent's will be consulted about this policy before it is ratified by the governing body.

We continue to support parents in learning about HRSE by making available the programme of study/published resources to be used, letters when visitors are coming to school, letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on school website, listening to questions.

Information about HRSE is contained on the school website 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. Parents will be sent a copy of the draft HRSE policy with a time limit to submit their thoughts and suggestions for consideration by the governing body. It is also available on the school website [www.claughtonprimary.org.uk](http://www.claughtonprimary.org.uk)

The school will involve and support parents in learning about HRSE by informing them of what is to be taught in RE and Science at the beginning of each term. 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.

**Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child not participate in some or all of sex education delivered as part of statutory RSE. Before granting any such request, it would be good practice for the headteacher to discuss the application with parents and ensure that they understand the nature and purpose of the curriculum in a Catholic context. A discussion should follow, as appropriate, involving the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to record and document this process. State who will be involved and how this process will be documented.

The headteacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. For example, the possible social or emotional impact of withdrawal, the likelihood of them hearing a peer's version of the content, rather than the teacher's. However, parents may prefer to discuss sex education to their child at home instead.

## Teaching HRSE

The Deputy Head is the teacher responsible for the leadership, monitoring and coordination of the HRSE programme.

Jennifer Bilsborrow is the nominated Governor responsible for HRSE.

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., Worship, PSHE, 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 Joseph's and agree to follow the its instruction.

There are elements of the statutory framework that are not covered in the Diocese of Lancaster's HRSE programme. These elements are listed at the end of the 2020 programme of study. These elements include;

Internet Safety and harm Computing and Personal, Social and Health Education (PSHE)

Online Relationships                      Computing and PSHE

Healthy Eating                              Science

Changing Adolescent Body              Science and PSHE

Physical Health and Fitness              Physical Education (PE)

Basic First Aid                              PE

Mental Well-being                              RE, PSHE and PE

Health and Prevention                      PSHE, Science and PE

Drugs, Alcohol and Tobacco              PSHE.

Assessment forms part of the statutory framework. The HRSE programme includes a self-audit for schools.

At St Joseph's we use the Diocesan self -audit to monitor all aspects of HRSE.

Governors use the CES RSE audit tools to monitor their knowledge and understanding of this area. The HRSE framework and the elements of the statutory framework not covered by HRSE are monitored and assessed through whole school planning, written pieces of work, teacher's notes on discussions and targeted lesson evaluations. On occasion, the school uses questionnaires to evaluate students sense of well-being and may use written or practical assessments where appropriate, for example, to evaluate understanding of basic first aid.

### **Dealing with difficult questions**

The Governing Body desires that HRSE lessons take place in a positive framework, where students experience a growing appreciation for well being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information. The HRSE co-ordinator must be given access to train and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies.

The Department for Education

(2000) offers the following guidelines for dealing with questions.

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected. For example:
  - If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school

- counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later;
- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.<sup>1</sup>

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

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Sex and Relationships Guidance, 4.5 'Dealing with questions' 0116/2000

or share confidential information. The safeguarding framework of the school should frame this, 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 following the school's safeguarding policy and confidentiality procedures.

All staff are regularly updated on our Child Protection and Safeguarding policy and procedures. The children are made aware of the opportunities they have to disclose sensitive information to a staff member.

The school's Child Protection policy and procedures are available in the school office and on our website <https://www.st-josephs-kirkham.lancs.sch.uk>

The school will ensure that this policy is available for all staff, governors, parents and students and the confidential nature of how to obtain advice and guidance as a result of any issues or questions that may arise.

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns come to light, and these will be dealt with under the terms of the relevant policies (Child Protection and Safeguarding Policy).

All staff will be involved the implementation of the HRSE policy and will receive support from the Headteacher to assist its implementation. Where appropriate the school will be supported by outside agencies such as the school Nurse and TenTen Theatre Company. All visitors will deliver support in light of this policy.

All Staff are called to be role models of the school's ethos in their relationships with other staff members, parents, governors, children and the wider community, living out Gospel virtues and shaping behaviour based on Christian values. Staff who are not Catholic themselves must (and do) 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 RE, science and computing.

### **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 pupils 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. This can be found in the school's Safeguarding and Child Protection Policy which is available from the school website or the Headteacher.