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ST MARY'S | BARLBOROUGH HALL

Relationships and Sex Education Policy

ISI Regulatory Code – 2b

Policy written by: F Wilson

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This Policy is for: Barlborough Hall School

Linked Policies: Safeguarding, RE, Science, PHSE

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MISSION STATEMENT

'Men and Women for Others

A common spirit underpins teaching and learning, the broad curriculum and the entirety of school life. Our mission, which is inspired by the Jesuit vision and Ignatian characteristics of education is to produce well rounded, well- educated and mature men and women of conscience, compassion and competence who are committed to follow the example of Christ living their lives as “Men and Women for Others”.

Therefore, we commit ourselves in all areas of school life to the following:

The Magis; The pursuit of excellence.

This is a core concept in Jesuit education. We expect the best from everyone and we aim for the higher standards in all things. We set ambitious targets for our students and carefully monitor their academic performance. We seek excellence in Music, in Sport and in every subject, hobby, pastime, project and co-curricular activity that our students engage in both inside and outside the classroom.

Cura Personalis; The care of each individual.

In our schools we insist on respect for the dignity and potential of everyone because we all are God’s creation. We believe that all life is precious, that all are persons of value whatever our different talents or role in the school may be. We value everyone. We are ambitious for everyone. We seek out their talents and we develop them.

Maturity; The Growth of our students in freedom and responsibility.

From the time the students first join us even at age 3 we focus our attention on their growth and on their journey towards greater freedom and responsibility. At every stage of the process we challenge our students to grow through a broad academic curriculum with wide subject choices and a diverse programme of extra-curricular activities, numerous sports and hobbies.

Holistic Education; The development of the whole person.

We recognise that each life is unique and that every part of us needs to be nourished. We challenge our students to help them grow holistically. To develop the whole we offer a broad curriculum and devote time to exercises that nourish the spiritual, intellectual, emotional, artistic, and physical dimensions of the person.



Sharing Joy in Community

Jesuit schools are places that celebrate successes and achievement. Because we keep our class sizes small we can reach out to each student individually. We want our students to love coming to school. Both the boarders and the day students are surrounded by a supportive community.

The Spirit of Gratitude

We want to develop an appreciation for life and a gratitude for the many gifts and talents given to us. When we meet regularly at assemblies and liturgies we make a point of giving thanks and celebrating all that is good in our school life

The Presumption of Positive Intent

In the spiritual exercises St Ignatius encourages us to be, “more ready to put a good interpretation on another’s statement than to condemn it as false” (Spiritual Exercises 22). We encourage our students and staff to turn away from cynicism and to be positive about life and in their working together. Without being naïve we encourage them to always look to the positive assuming that everyone who works, lives and studies here wants what is best for the school and the whole community.

OUR VISION

As a Jesuit School we aim to follow Jesus and care for others.

We want to:

1. Develop our talents knowing each one of us is special in God’s eyes.
2. Understand that God is always with us in good and bad times.
3. Love Truth.
4. Know ourselves so that we can understand others better.
5. Become more responsible for ourselves and for others.
6. Be fair and help those in need.
7. Be the person that God wants us to be in all we do.

Aims

We aim to know our pupils, understand them, challenge and support them so that they grow to be fulfilled, purposeful and happy members of society who care in the proper sense for others and themselves. We aim for our school’s RSE policy and programme to be delivered in conjunction with the school’s Personal, Social, Health and Economic Education and Religious Education (Come and See). The statutory sex education will be covered as part of the Science curriculum as outlined in the ‘2014 Primary National Curriculum in England’.



Statutory Requirements

This policy is in line with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 . The Policy is based on the DfES document Relationships Education, Relationships and Sex Education (RSE) and Health Education Published:25 June 2019, Last updated: 13 September 2021. In the best interest of our children Barlborough Hall has taken the decision to teach RSE outside the Science Curriculum in line with Catholic teachings.

Introduction

Barlborough Hall follows a developmental programme for children in primary years entitled 'Journey in Love'. This programme has as its foundational premise 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." (Sr Jude Groden, RSM – A Journey in Love – Introduction)

A Journey in Love Programme Aims by Year Groups

Early Years - 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 in creating new life

A Journey in Love

Objectives for Social and Emotional, Physical and Spiritual Education by Year Groups

	Social and Emotional	Physical	Spiritual
Early Years - The wonder of being special and unique	To recognise the joy of being a special person in my family.	To recognise that we are all different and unique.	To celebrate the joy of being a special person in God's family.
Year One - We meet God's love in our family	To recognise signs that I am loved in my family.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for us.
Year Two - We meet God's love in the community	To recognise the joy and friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.
Year Three - How we live in love	To describe and give reasons how friendships make us feel happy and safe.	To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	To celebrate the joy and happiness of living in friendship with God and others.
Year Four - God loves us in our differences	To describe how we all should be accepted and respected.	To describe how we should treat others making links with the diverse modern society we live in.	To celebrate the uniqueness and innate beauty of each of us.
Year Five - God loves us in our changing and developing	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of the physical changes in puberty.	To celebrate the joy of growing physically and spiritually.
Year Six - The wonder of God's love in creating new life	To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	Explain how human life is conceived.	Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including lifelong relationships.



Right to Withdraw

There is no right of parental withdrawal from Relationships Education or Health education elements. Parents do have the right to withdraw from some or all of the sex education, outside of the mandatory requirements ie that stated in the Science National Curriculum.

Inclusion

All children are provided with equal access to the RSE Curriculum in line with The Equality Act 2010. We aim to provide a broad and balanced curriculum of equal learning opportunities for all including: boys and girls, children with SEN, children with disabilities, children who are G&T, children from all social and cultural backgrounds.

As a Jesuit School we aim to offer Cura Personalis “care of the individual”. We believe that every child is talented and has a God given purpose.

We adhere to the SEN code of practice 2014, lessons should be planned to ensure that there are no barriers to every child achieving.

Teachers must take into account the needs of pupils whose first language is not English.

Safeguarding

When teaching any part of the RSE programme or any sensitive issues children who may give cause for concern or who are believed to be at risk are reported immediately to the schools designated Safeguarding Leads and safeguarding procedures are closely followed. See the safeguarding policy.

CPD

Staff training needs are consulted annually and the RE Coordinator ensures that training needs are met. Resources and training is accessed as and when necessary in order to ensure staff are confident and skilled to teach the RSE curriculum effectively and that resources are of a high quality. The school seeks guidance, resources and CPD from the Diocese of Hallam and regularly attend training sessions offered.

Confidentiality

Relationship and sex education requires sensitive teaching which is matched in particular by the specific needs and concerns of children. Class teachers use their professional judgement when addressing issues of relationship and sex education and careful consideration is given to the inevitable wide and varied experience and backgrounds of the children in the class. All class teachers involved in relationship and sex education are required to be sensitive, credible and consistent. The school will ensure that all staff are familiar with their legal and professional responsibilities.



Working with Parents

Prior to delivering sex and relationship education, as part of the 'Journey in Love' programme letters will be sent to parents/carers to fully outline the programmes content for year five and six. This will give parents/ carers the opportunity to consider the content being delivered and invites parents to ask any questions and address any concerns which they may have. Parents have the right to withdraw their child from any or all of the school sex education programme although certain elements are covered under the science national curriculum which is the entitlement of all children. Barlborough Hall School recognises that good communication is vital in this area and our parents are invited to review the schools policy and view all the materials used by the class teachers prior to any teaching taking place.

Dealing With Sensitive Issues and Responding To Questions

At Barlborough Hall all our class teachers will answer questions according to the teaching of the Catholic Church and with due regard to the nature of the question and the age and maturity of the child asking the question. In some cases it may be inappropriate for the class teacher to respond to a specific question and the pupil will be referred to his/her parents. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group. Class teacher's will never discuss their personal views or experiences and will always respect the sensitivity of their position as a teacher in a Catholic school.

Roles and Responsibilities

Governors

The governing body will keep up to date with the schools RSE policy in consultation with parents and will make copies available to them. They will make known to parents their right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory Science National Curriculum. The governing body recognised their responsibility to ensure the relationship and sex education curriculum reflects the churches teaching.

Class teachers

The RSE Curriculum will be delivered by all class teachers. All teachers have a responsibility of care as well as fostering academic progress they should actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school.

Parents

Barlborough Hall School recognises that parents are the prime educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in RSE in terms of content, delivery and timing.



The Role of the coordinator

The RE coordinator, with the support of the Head Teacher has to:

- Ensure a broad and balanced RSE Curriculum is offered in accordance with the Catholic Ethos of the School.
- Ensure that there is clear communication between the school and parents in terms of the RSE curriculum.
- Ensure that RSE is effectively planned.
- Ensure that RSE is taught effectively throughout the school.

Monitoring and Review

The RE coordinator, with the support of the Head Teacher will monitor provision of RSC in the school. Monitoring is carried out regularly through:

- Scrutiny of plans
- Monitoring and scrutiny of pupil's books
- Informal discussions with staff
- Lesson observations

Each member of staff is kept informed of any developments within the subject.

The RE coordinator will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

F Wilson 2022