



*In the Light of Jesus
we Learn to Shine*

St. Joseph's Catholic Primary School

Relationships, Sex and Health Education Policy

Ratified by Governors

Date: 27.03.23

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Reviewed	February 2023
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Approval Body	Governing Body
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This policy must be reviewed every 2 years

STATUTORY

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships, sex and health education in the school.

Our RSHE curriculum has been consulted upon through discussions with local and other Catholic schools in the Diocese. It has been created through the Diocesan-recommended scheme of work 'Journey in Love' alongside the 'Christopher Winter Project' scheme of work. It has been developed through consultation with school staff. Parents and carers are provided with the opportunity to view all resources used as part of parent information meetings.

The policy will be available to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the policy will be available to all parents through the school's website and a copy is available upon request.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." It is about the development of pupils' knowledge and understanding of themselves as sexual beings, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum science. However, the reasons for our inclusion of RSHE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centered on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated. All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education, in order to lead fulfilled lives in the light of Jesus. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;

- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances: for example, their own sexual orientation, faith or culture, enabling all children to have full access to the school's curriculum. It is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

The governing body have 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/were looked-after children.

BROAD CONTENT OF RSHE

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationship, sex and health curriculum.

Education in Sexuality cannot be confined to a 'taught' programme. Pupils learn above all from the personal relationships and the attitudes they experience in their whole life in school.

The curriculum as a whole supports the moral growth of the children. By its very nature education in sexuality is a cross-curricular subject and links with RE, science, PSHE, English and the creative curriculum. Each year group uses the 'Christopher Winter Project' RSHE scheme of work and these are further supplemented by the 'Journey in Love' scheme of work. Within the teachings of the Catholic Church, these resources will provide age appropriate knowledge about the changes that take place in their bodies, the processes of reproduction and the nature of sexuality and relationships. This approach encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. It also addresses in safety and communication in relationships.

Year 1

RSHE is linked to the science topic of 'Animals Including Humans' – (identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense). The 'Christopher Winter Project' scheme focuses on 'Growing and Caring for Ourselves.'

Year 2

RSHE is linked to the science topic of 'Animals Including Humans' – (notice that animals including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene). The 'Christopher Winter Project' scheme focuses on 'Differences.'

Year 3

RSHE is linked to the science topic of ‘Animals Including Humans’ – (nutrition, skeletons support, protection and movement, main body parts including special functions). The ‘Christopher Winter Project’ scheme focuses on ‘Valuing Difference and Keeping Safe.’

Year 4

RSHE is linked to the science topic of ‘Animals Including Humans’ (functions of digestive system, teeth and oral hygiene, food chains). The Christopher Winter Project resources focus on ‘Growing Up.’

Year 5

RSHE is linked to the science topics of ‘All Living Things and their Habitats’ (difference in life cycles of mammals, amphibians, insects and birds. Different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals) and ‘Animals Including Humans’ (stages of growth and development of humans – gestation periods of animals compared to humans). The ‘Christopher Winter Project’ scheme focuses on ‘Puberty, Relationships and Reproduction.’

Year 6

Year 6 pupils build on prior learning of RSHE throughout the school; this is taught through the science and RE curriculum. All pupils are encouraged to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. The ‘Christopher Winter Project’ scheme focuses on ‘Puberty, Relationships and Reproduction.’ It also addresses online safety and communication in relationships with families, friends and the wider community.

PROGRAMME/RESOURCES

Teaching activities will include:

- establishing ground rules
- discussions
- presentations
- reflections
- storyboards/cartoon strips
- mind maps
- group work
- quizzes/questionnaires

RSHE education covers issues and areas of life which children will be affected by in different ways and at different times. However, for most children, assessments are made against the learning objective and success criteria for each RSHE lesson and this is used to inform future teaching.

The learning we assess relates to the pupils’ attributes and skills, as well as their knowledge and understanding related to the topic. All of the activities above provide assessment evidence.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children’s learning. They are able to view the resources used by the school in the RSHE programme. Our aim is that every parent and

carer will have full confidence in the school's RSHE programme to meet their child's needs. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher in writing. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance (Page 17-18) for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships, sex and health education programme lays with the science, Religious Education, Physical Education, RSHE and PSHE subject lead teachers. However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Catholic beliefs;
- ensure that parents know of their right to withdraw their children;
- establish 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 RSHE within PSHE.

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example: Anti-Bullying Policy, Safeguarding Policy and SEND Policy) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

CHILDREN'S QUESTIONS

The policy promotes a healthy, positive atmosphere in which RSHE can take place. It ensures that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. There will always be sensitive or controversial issues in the field of RSHE. These may be 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. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff, parents and pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Catholic understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires/response sheets/needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

References

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers
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Gravissimum Educationis

CES Checklist for External Speakers to Schools, 2016

A Guide to Assessment in Primary PSHE Education – PSHE Association

Please refer to the following policies:

RE

Safeguarding and Child Protection

Science

Equality Statement

Anti-bullying

SEND

Appendix 1

SEX AND RELATIONSHIPS EDUCATION POLICY AND PROGRAMME CHECKLIST

Name of school:

Date:

Name of Co-ordinator:

Date policy was written:Review date:

The Policy:

1. There is a named member of staff with overall responsibility for RSHE
Good practice - a governor also has designated responsibility for RSHE
2. Is in line with DfE Statutory guidance on relationships education, relationships and sex education (RSE) and health education guidance (2019) (as opposed to 0116/2000 and circular 5/94)
3. Shows aims and values
4. Defines what RSHE education is
5. Describes content – including discussion of morals and values, knowledge and skills
 - * Indicates when it is taught
 - * Indicates how pupil progress is assessed
 - * Describes how it is organised
 - * Indicates who will teach it
 - * Indicates resources available
6. Describes teaching approaches
7. Discusses confidentiality in line with Area Child Protection/Safeguarding Committee Guidelines
8. Consult with parents regarding policy and school practice
9. Discusses the right of parents to withdraw their children from RSHE that is not part of National Curriculum science
10. RSHE Good practice – appropriate staff are able to talk to individual pupils as necessary
11. School is aware of available support services

The RSHE programme:

1. Is a planned part of the school's RE, PSHE and science curriculum
2. Covers Key Stage 2, building on work from EYFS and Key Stage 1 and preparing for RSHE at Key Stage 3
3. Is differentiated to meet pupils, age, ability, gender and maturity
4. Pupils learn about the emotional and physical changes of puberty before onset
5. RSHE is taught throughout the school
6. Good practice – outside agencies are used to support the school's delivery rather than being the only input