



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

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support (DfE, 2019).

#### **School Mission Statement**

Our mission at St. Joseph's Catholic Primary School is to provide a place where our Catholic faith is lived and treasured.

Sharing God's love and faith throughout our school community.

Together we create a positive learning environment as we go through our journey with God.

Jesus teaches us to love each other.

Our achievements are celebrated together.

Striving to reach our full potential with help from the Holy Spirit.

Everyone should feel safe and be welcomed in our school.

Praying and playing together.

Home, school and parish working together to help and support us.

Showing self-discipline and respect for others.





## **Rationale**

*'I have come that you might have life and have it to the full.'*

(John 10.10)

We are involved in Relationships Education, Relationships and Sex Education and Health 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 Relationships Education, Relationships and Sex Education and Health Education 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 relationships 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. Relationships Education, Relationships and Sex Education and Health Education, 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, Relationships Education, Relationships and Sex Education and Health Education will be firmly embedded in the Relationships and Health 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 centred 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 Relationships Education, Relationships and Sex Education and Health Education 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 and support will be provided to help pupils deal with different sets of values.



## **Aim of Relationships Education, Relationships and Sex Education and Health Education**

In partnership with parents, we aim to provide children 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:

- 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 bodies;
- responsibility for one’s 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 love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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;

To develop the following knowledge and understanding:

- 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; (Parents may withdraw their child from this aspect of the curriculum).

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\*Gravissimum Educationis



## **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

At St. Joseph's Catholic Primary School, we use the 'Life to the Full' programme, devised by Ten Ten from Reception to Year 6. The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme focuses on teaching children about their personal, physical and emotional well-being along with other topics such as the dangers of social media, personal relationships, different family structures and growing bodies. Our lessons are taught through creative resources that engage, inform and inspire the children. Our teaching includes the use of interactive video content, story-based activities, worship, music and accompanying prayers.

The RSHE curriculum at St. Joseph's Catholic Primary School is developmental and as children work through the programme year-after-year, each stage builds on previous learning. Each module is taught in every year group and is explored at an age-appropriate level. Within these modules there are units and these units are visited twice in each Key Stage to recap and consolidate understanding.

### **RSHE Curriculum**

EYFS / Key Stage 1 pupils should be able:

- To know they are uniquely made by a loving God;
- To know they are part of God's family;
- To understand the importance of valuing themselves and others;
- To learn that we are unique, with individual gifts, talents and skills;
- To know that we have similarities and differences;
- To be able to name the main external parts of the body.
- To know about the cycle of life from birth to old age;
- To know about rituals that mark life, birth, marriage and death;
- To identify the special people in their lives who they know and can trust;
- To know the importance of forgiveness within relationships;
- To recognise their membership of the family and the roles within it;
- To appreciate relationships, friends, family, working and playing together;
- To develop strategies for developing healthy relationships;
- To know about how to keep safe, including online safety;
- To know the difference between good and bad touching;
- To have an awareness of personal health and safety and personal hygiene;
- To have an understanding of feelings and emotions and how to manage them;
- To know how we can work for the common good of the community and for the world we live in.



Lower Key Stage 2 pupils should also be able:

- To value themselves as a child of God, and their body as God's gift to them.
- To understand that they grow and change throughout life;
- To understand what is meant by relationships within families, friends and communities;
- To develop an appreciation of what is involved in bringing up children and what responsibilities parents have;
- To become aware of the different patterns of friendship;
- To know the rituals celebrated in Church;
- To be aware of their changing emotions and the need to respect other people's emotions and feelings.
- To recognise that images in the media do not always reflect reality and can affect how people feel about themselves;
- To develop techniques for managing thoughts, feelings and actions;
- To begin to know and understand the changes that come about throughout puberty;
- To know that puberty is part of God's plan for our bodies;
- To know, understand and respect their own bodies and their needs for personal hygiene;
- To know the names of the parts of the body;
- To know the basic biology of human reproduction;
- To appreciate that life is precious and a gift from God;
- To become aware of choices they make and that there are good and bad choices;
- To recognise the importance for forgiveness in relationships;
- To develop a greater awareness of bullying, know that all bullying is wrong and know how to respond to bullying;
- To know how to use technology safely.

Upper Key Stage 2 should also be able:

- To know physically becoming an adult is a natural phase of life;
- To know how humans are different to other animals;
- To know about the unique growth and development of humans;
- To develop a more complex understanding of the physical changes in the bodies of boys and girls;
- To know how to make good choices that have an impact on their health;
- To deepen their understanding of the range and intensity of their feelings;
- That emotions change as they grow up, including hormonal effects;
- To know about emotional well-being;
- To know how a baby grows and develops in its mother's womb;
- To know about the nature and role of menstruation in the fertility cycle;



- To know ways in which we can participate in God's call to us;
- To know how to respond to spoken and unspoken pressure;
- To know what 'cyberbullying' is and how to get help if they are experiencing it;
- To develop a deeper understanding of Catholic Social Teaching and know how to apply it to current issues.

### **Linking RSHE to the Rights Respecting School Award (RRSA)**

The RRSA focuses on children's rights in schools and takes a whole-school approach to child rights and human rights education. A UNICEF Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. By learning about their rights, our pupils also learn about the importance of respecting the rights of others. Pupils at St. Joseph's Catholic Primary School are encouraged to reflect on how their behaviour and actions impact on those around them, which allows us to build and maintain a positive and safe learning environment for all.

RRSA links with Fundamental British Values as well as topics covered in RSHE lessons. At St. Joseph's Catholic Primary School, all classes begin the year by creating a Class Charter in collaboration with the children. These Class Charters link to their rights as described in the UNCRC, in order to ensure all children are included and feel valued when participating in class discussions and any other activities.

RSHE is an important and necessary part of all pupils' education, helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and changes throughout their life. At St. Joseph's Catholic Primary School, RSHE is also closely linked with our work on the RRSA through the UNCRC as we believe that children have a right to be involved in decisions that affect their lives (Article 12 UNCRC).

Children are encouraged to:

- Listen to and respect each other;
- Ask for help when needed;
- Understand that we all have the right to pass if we don't want to share something;
- Not judge or make assumptions about anyone;
- Use respectful language and a tone that won't offend or upset anyone;
- Apologise when they have done something wrong.

By putting the UNCRC at the heart of what we do, we are making a commitment to promote and uphold these rights. As adults, we strive to promote participation, show openness, take personal and collective responsibility, be there for all children and believe in children's capabilities and talents.



### **Inclusion and Differentiated Learning**

We will ensure Relationships Education, Relationships and Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances 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. These questions will be responded to in the context of the school's inclusion policy.

### **Statutory Curriculum Requirements**

We are required to teach those aspects of Relationships Education, Relationships and Sex Education and Health Education which are statutory parts of National Curriculum Science. We are required to teach Relationships and Health Education

### **Assessment of Relationships Education, Relationships and Sex Education and Health Education**

Assessment of the school's provision of Relationships Education, Relationships and Sex Education and Health Education will be through examination of work and lesson observations.

### **Parents and Carers**

Parents/carers are the primary educators of their children. They will be kept informed of all developments relating to Relationships Education, Relationships and Sex Education and Health Education via the school website and appropriate school letters. Resources used by the school in the Relationships Education, Relationships and Sex Education and Health Education programme will be made available each year for parents/carers to view. Parents have the right to withdraw their children from Relationships Education, Relationships and Sex Education and Health Education excepting those elements which are required by the National Curriculum Science Orders. Should parents wish to withdraw their children they should notify the school by contacting the Head teacher in writing. The request will be made on a year-by-year basis.



## **Teaching the Programme**

Class teachers have the responsibility for teaching the Relationships Education, Relationships and Sex Education and Health Education curriculum. On some occasions adults from other agencies will be used to deliver some aspects of Relationships Education, Relationships and Sex Education and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

## **Other Roles and Responsibilities regarding Relationships Education, Relationships and Sex Education and Health Education**

Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education policy, in consultation with teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian 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 Relationships Education, Relationships and Sex Education and Health Education within relationships and Health Education;
- Ensure that the school policy and teaching is compliant with the guidance issued by the Diocesan Department for Education 2019.

## **All Staff**

Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships Education, Relationships and Sex Education and Health Education. 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.





### **Controversial or Sensitive Issues**

There will always be sensitive or controversial issues in the field of Relationships Education, Relationships and Sex Education and Health Education. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activities. The governors believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the Relationships Education, Relationships and Sex Education and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

### **Supporting Children and Young People at Risk**

Children will also need to feel safe and secure in the environment in which Relationships Education, Relationships and Sex Education and Health Education takes place. Effective Relationships Education, Relationships and Sex Education and Health Education 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 safeguarding lead.

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the Relationships Education, Relationships and Sex Education and Health Education 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 Christian 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 circumstance 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.



### **Responsibilities of the Subject Leader**

- Monitor the effectiveness of RSHE teaching and learning by means of lesson observation, pupil interviews, learning walks, sampling children's work and overseeing assessment.
- Provide feedback to teaching staff and the headteacher.
- Periodically update the whole school planning overview to ensure it remains relevant and appropriate.
- Attend subject leader network meetings and disseminate new information.
- Support teachers in planning and delivering the curriculum.
- Manage the resources for teaching Science.
- Report to the Curriculum Committee of the Governing Body as requested.

Reviewed by: R.Sanderson

March 2024