Sacred Heart Catholic Primary School

RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

Mission Statement:

Learning and loving with Christ as our teacher.

Policy Review

This policy will be reviewed in full by the Governing Body.

Review Frequency	Every 2 Years
Last Review Date	22/5/22
GB Adopted	22/05/22
Next Review Date	Summer Term 2024

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Signature: *Linda Payne* Date: 22nd May 2022

Executive Head Teacher

Signature: Vivienne Morgan Date: 22nd May 2022

Chair of Governors

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In this policy, the governors and teachers, in partnership with pupils and their parents, set out our intentions about relationships and sex education and our rationale for, and approach to, relationships and sex education in our school.

Policy Consultation
This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy has been given to parents, staff and governors for consultation. Consultation will take place in the Spring term of 2021 and 2024. Views will be submitted via email and face to face meetings.

Implementation and Review of Policy
Implementation of the policy will take place after governors, staff and parents have been consulted during the Summer term 2024. Once agreed, this policy will be reviewed every two years by the Headteacher, RSHE Co-ordinator, the Governing Body and staff. The next review date is May 2022.

Dissemination
The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to all parents and carers through the school's website. Details of the content of the RSHE curriculum will also be published on the school's web site.

Defining Relationship and Sex Education
The Department of Education [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." Relationship and sex Education is about the development of pupils' knowledge and understanding in relation to: their sexual being; 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, relationships with other children and with adults. Topics covered would be: 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 RSHE, as it is a statutory part of National Curriculum of Science. However, the reasons for our inclusion of RSHE go further. We feel that RSHE is important because of our Christian beliefs about God and about the human person. Our Catholic Social Teaching in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in our Catholic school. RSHE, in our school, is, therefore, rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

God created mankind in his own image, in the image of God he created them; male and female he created them.
[Genesis 1:27]

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

Let us love one another because love is from God
[1 John 4:7-12]

All Christians are one in Christ Jesus
[Galatians 3:27-28]

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. We follow Ten Ten Life to the Full Plus Scheme of Work.

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.

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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 centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling pupils to understand and appreciate the dangers and risks involved.

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 and emotional) and we believe that RSHE is an integral part of this education. 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 ouRSHElves to develop the following:

Objectives
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 bodily natures;
• responsibility for their own actions and recognition of the impact of these on others;
• recognise and value their sexual identity and that of others;
• celebrating the gift of life-long, self-giving love;
• recognise 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 commitment
• loving and be loved - 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;
• 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.

Outcomes

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 and 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 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 relationships and sex curriculum. Our programme will cover the statutory objectives as outlined in the National Curriculum. We will follow Ten Ten's programme of study 'Life to the Full' and will supplement with any resources to ensure coverage.

Teaching

Ten Ten Life to the Full Plus is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God- created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding
- Living in the Wider World

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.

Parents/carers must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, 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. The school will provide support by providing material for parents/carers to help the children with their learning. However, 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 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, virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme. We endeavour to provide an RSHE programme that enables pupils to receive clear scientific information as well as covering the aspects of the Law pertaining to RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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. In order to do this, various teaching strategies will be adopted, such as: establishing ground rules; distancing techniques; discussion; project learning; reflection; brainstorming; values clarification and film/videos.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with THE RSHE co-ordinator, the RE co-ordinator, PSHE co-ordinator, Science co-ordinator and the Headteacher.

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.

External Visitors
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.

Roles and Responsibilities Regarding RSHE

Headteacher
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.

Governors
• draw up the RSHE policy, in consultation with parents and 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 RSHE within PSHE.

PSHE/RSHE Co-Ordinator
The PSHE/RSHE 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 the member of staff with responsibility for child protection.)*

All Staff
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 should be aware of the policy and how it relates to them, as they have been included in its development. Teachers are responsible for monitoring progress, assessment and responding to the needs of individual pupils.

Relationship to Other Policies and Curriculum Subjects
RSHE is to be delivered as part of the PSHE framework and it includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.).

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. Learning about RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

Children's Questions
Our school wants to promote a healthy, positive atmosphere in which RSHE can take place. We want to ensure 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.

Controversial or Sensitive issues
There will always be sensitive or controversial issues in the field of RSHE. 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 activity. The governors 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.

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 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 circumstances they would have to inform others, e.g., parents, carers, 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 annually 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

Disability Equality Scheme

This policy supports the school's Disability Equality Scheme and it is available in a range of different formats, for disabled parents and the wider public.