



# Christ The King Federation

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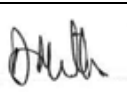


## RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY (RSHE)

### FEDERATION MISSION STATEMENT

*Christ The King Federation is a community called by God to work collaboratively for the common good; providing an environment that nurtures and inspires pupils to realise their potential, as we journey together.*

*This federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment*

Document Detail	
Category:	Curriculum
Authorised By:	Curriculum & Pupil Related
Chair of Governors Signature:	

Issue:	
This policy was formally adopted by the Full Governing Body on:	Summer 2021
Review Date:	Summer 2023

This policy will be reviewed every 2 years by the Executive Head teacher, Heads of School, RSHE Leader, the Governing Body and Staff. The next review date is the Summer term 2023.

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 through the school's newsletter and website. Details of the content of the RSHE curriculum and a link to the Life To The Full Parent Portal will also be published on the school's web site.

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## **DEFINING RELATIONSHIP, SEX & HEALTH 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 the pupil's knowledge and understanding of her or him as a sexual being, 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 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 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 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. 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.

### **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 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;

#### **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 Local Governing Committee has 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.

## PROGRAMME/RESOURCES

We use the Ten:Ten resource 'Life to the Full'. A parent portal has been shared with parents together with an outline of when each unit is going to be studied. We will supplement this resource with the 'Journey In Love' diocesan resource.

Our Life to the Full programme follows a four-stage structure which is repeated across four different learning stages:

- Early Years Foundation Stage
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

Within each learning stage, there are three Modules which are based on the Model Catholic RSHE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-being Life Cycles

Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Within each Unit there are a number of planned sessions which are to be led in the classroom

## KEY DECISIONS

The 'Life To The Full' programme is pitched at an age-appropriate level for children within each learning stage.

However, a number of key decisions about the content of the programme, have been considered, following consultation with parents.

### Key Decision 1: Genitalia

Genitalia is not named in Early Years Foundation Stage, private parts are merely referred to as 'privates'. However, in Key Stage One, a decision has been made to introduce names of genitalia, gradually to Years 1 and 2 (with more emphasis and explicit reference in Year 2). The case for introducing teaching about genitalia at this age is two-fold. The first is that this is the stage at which we talk to children about the differences between boys and girls. Here, it is important not to uphold negative gender stereotypes and, in fact, the nonphysical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls.

The second is a safeguarding issue. The argument is that if young children are better able to confidently articulate about private body parts, they are better equipped to identify experiences of feeling uncomfortable if any form of abuse takes place.

### Key Decision 2: Puberty

In Unit 2 of Module 1 (Lower Key Stage Two), we have made a decision to introduce children in Year 4 to two sessions on puberty and changing bodies. The NHS website says the following: "The average

age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years." Based on our experience in recent years a decision has been made to introduce this content at Year 4. We will use this first year to consider which parts of this teaching should be delivered to the whole class and which (if any) just to the girls.

### Key Decision 3: Talking About Sex

The third key area for consideration is whether to include a session in Upper Key Stage Two which answers the question: 'Where do babies come from?' Naturally, this question leads to a discussion about sexual intercourse. We have decided, following consultation with parents, to include this session in Year 6. Teaching about sexual intercourse to primary school children is not part of the statutory curriculum; however, it is a natural progression of the conversation around the scientific understanding of how babies are made (sperm and egg).

A decision has been made to provide a regular session as part of the Paradise Street sessions and, as an optional resource which parents can lead with their children at home.

### Key Decision 4: Talking About Pornography

The final key decision concerns talking about pornography. One of the sessions in Upper Key Stage Two addresses the risks that children face from seeing pornographic images and videos online. We believe that this is very much a lesson about 'internet safety' and therefore falls under the statutory Health Education curriculum. We have therefore made the decision to include this topic in our programme.

## **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 a Parent Portal to help parents/carers to find out more. Parents/carers will be informed (via the dedicated website page) 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 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 Head Teacher. 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 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 and sex education programme lays with our Class 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.

## **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.

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**

- 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

### **Head teacher**

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Brentwood Diocesan Religious Education Service and the Local Education Authority, also appropriate agencies.

The head teacher 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.

### **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 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, 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**

Governors want to promote a healthy, positive atmosphere in which RSHE can take place. They 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 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. 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, 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 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, head teacher, but that the pupils would always be informed first that such action was going to be taken

## **MONITORING AND EVALUATION**

The RSHE Leader 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.