

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
CRAYFORD**



**RELATIONSHIPS, SEX AND
HEALTH EDUCATION POLICY
(including PSHE)**

Learning and growing together with Christ

Updated:	Autumn 2024
To be Reviewed:	Autumn 2027
Approved by:	Curriculum Committee

Policy Documents

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.

This Relationships Education, Health Education and Sex Education Policy was written in conjunction with policy documents from the Archdiocese of Southwark 'Education in Human Love – Diocesan Policy for Relationships and Sex Education Policy'¹ (2020), 'A Model Policy for Relationships and Sex Education'² (2019) from the Catholic Education Service as well as the statutory DfE guidance 'Relationships Education, Relationships and Sex Education and Health Education'³ (2019).

Dissemination

This policy has been 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 website and a copy is available in the school office.

Definition of RSHE

RSHE is a combined subject of statutory RSE and Health Education. The DfE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. 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. The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

The teaching of Health Education across the Curriculum, encompassing physical health and mental wellbeing, is an additional statutory requirement of maintained schools.

Statutory Curriculum Requirements

The statutory requirements relating to RSHE are contained within different parts of United Kingdom legislation. They can be summarised as follows.

- All maintained primary and secondary schools must teach the statutory content of the National Curriculum Science Order;
- In all primary schools, Relationships Education is now compulsory. There are also statutory elements for Relationships Education within the Early Years Foundation Stage. Sex Education is not compulsory in primary schools but is recommended to be taught.
- All maintained primary and secondary schools must have an up to date policy for Relationships, Sex and Health Education.
- Parents' right to request that their child be withdrawn from some or all of Sex Education delivered is preserved

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (John 10:10)

We are involved in relationships, health 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; the Father, the Son and the Holy Spirit in communion, united in a loving relationship and embracing all people and all of 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 Department for Education, RSE will be firmly embedded in the PSHE framework since it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral and social development of pupils. It is centred on Christ’s vision of being human 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, and support will be provided to help pupils deal with different sets of values.

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 the 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, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, St Joseph's Catholic Primary School's 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, 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 can be 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, 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. (In looking at these areas, it is important to draw links to the school's inclusion policy).

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.

We use the 'Life to The Full' Programme from the Catholic charity Ten:Ten to deliver our core RSE content. This is supplemented by selected lessons from the Collins 'My Life' programme and St John's Ambulance First Aid Sessions to cover additional PSHE content.

The development and understanding of Relationship, Sex and Health Education will be taught in all year groups and content will be age appropriate and explicitly follow the Teachings of Christ.

The programme is split into three core areas:

- Created and loved by God
- Created to love others

- Created to live in community

Created and loved by God will focus on:

- Religious understanding of the human person and loving ourselves
- Me, my body, my health
- Emotional well-being and attitudes
- Life cycles and fertility

Created to love other will focus on:

- Religious understanding of human relationships and loving others
- Personal relationships
- Keeping safe and people who can help us

Created to live in community will focus on:

- Religious understanding of the importance of human communities
- Living in the wider world

The Sex Education element of RSE will be covered in a non-statutory session in Year 6. Parents have the right to withdraw their child from this session.

Greater content of the curriculum is attached in appendix 1

Parents and carers

"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents".

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development.

Catholic schools help parents in this task and seek to work in partnership with them. Parents are consulted whenever the school's RSHE policy is reviewed. They are given the opportunity to discuss the content of any programme of RSHE that will be delivered and resources that are planned to be used.

Governors

The 1996 Education Act places responsibility for the school's policy on RSHE in the hands of the Governing Body. They are required to ensure that there is an up to date RSHE policy that is available for parents to read and that the policy is consistent with other relevant whole school policies (e.g. SEND; Safeguarding; Anti-Bullying; Pastoral Care). Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that the RSHE policy for the school complies with Diocesan policy, directives, and guidance regarding RSHE.

Responsibility for Implementation

Responsibility for the implementation of the RSHE policy is delegated to the Head of School, in liaison with the governors, parents, Diocesan Education Commission and the Local Authority. It is the task of the Headteacher to integrate RSHE into the curriculum.

RSHE Leader/Co-ordinator

An appropriately trained RSHE Leader/Coordinator may be appointed to oversee curriculum planning, Continuing Professional Development, training and support for teachers. With Governors and the Head of School, this person should ensure that there is a planned process for informing parents about RSHE in the school. Elements of RSHE will be delivered in different curriculum areas.

Teachers and other adults

Relationship, Sex and Health Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to the guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

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.

External Visitors

Relationship, Sex and Health Education must be in accordance with the teachings of the Catholic Church. It is the responsibility of the Governing Body, working with the Head of School and Senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSHE, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God;
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Catholic teaching;

- The accuracy and clarity of material presented.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. Further guidance on working with external visitors can be found in the Education Commission's document Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese. This is available at <http://www.educationcommission.org.uk/> and should be consulted before inviting external agencies or visitors into the school.

Relationship to other policies and curriculum subjects

This RSHE policy is to be delivered in conjunction with elements of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (Anti-Bullying policy, Safeguarding Policy, E-Safety Policy, RE Policy, SEND Policy, Whistleblowing 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 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 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.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time eg, 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, sex and health, 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, Head of School, but that the pupils would always be informed first that such action was going to be taken in line with Safeguarding and Child Protection Policy.

Monitoring and Evaluation

The programme will be evaluated annually 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 will be reported to Governors for them to consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

References:

¹ <https://www.rcaoseducation.org.uk/wp-content/uploads/2020/10/Education-in-Human-Love-Policy-Statement-for-RSE-October-2020.pdf>

Archdiocese of Southwark - Education in Human Love (Oct 2020)

² [file:///sips-ad1/staff\\$/lhook/Downloads/13419 Attachment 1 - A model Primary Catholic RSE curriculum 2019%20\(1\).pdf](file:///sips-ad1/staff$/lhook/Downloads/13419%20Attachment%201%20-%20A%20model%20Primary%20Catholic%20RSE%20curriculum%202019%20(1).pdf)

Catholic Education Service - A model Catholic Primary RSE Curriculum (Autumn 2019)

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Department for Education – Relationships Education, Relationships and Sex Education and Health Education (2019)

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Story Sessions 1. Handmade with love Transition School routines and rules	Me, My Body, My Health 1. I am me 2. Head, shoulders, knees and toes 3. Ready teddy	Emotional Wellbeing 1. I like, you like, we all like 2. Good feelings, bad feelings 3. Let's get real Life Cycles 4. Growing up	Personal Relationships 1. Role model 2. Who's who? 3. You've got a friend in me 4. Forever friends	Keeping Safe 1. Safe inside and out 2. My body, my rules 3. Feeling poorly 4. People who help us	Living in the Wider World 1. God is love 2. Loving God, loving others 3. Me, you, us
Year 1	Story Sessions 1. Let the children come Feelings 2. Feelings, likes, dislikes 3. Feelings inside out 4. Super Suzie gets angry	Healthy Me 1. Keeping fit is fun 2. Sweets 3. How can being online be unhealthy? 4. Keeping safe in the sun	Personal Relationships 1. God loves you 2. Special people 3. Treat others well... 4. ...And say sorry 5. Physical contact	Staying Safe 1. Rules to help us 1. Staying safe in my school 2. Staying safe outside 3. Staying safe at home 4. Keeping myself safe	Living in the Wider World 1. The communities we live in 2. Our beautiful world 3. Reducing for the planet 4. New from old 5. We make a difference	Money Matters 1. Where does my money come from? 2. How can I keep my money safe? 3. Where do adults get their money? 4. What job would I like?
Year 2	Story Sessions 1. Let the children come Healthy Minds 2. Marvellous minds 3. Emotions everywhere 4. Screen time and sleep 5. Self-care and relaxation	Families and Marriage 1. What is a family? 2. Families are different and the same 3. How do you spend time with your family? 4. Weddings and marriage	Feeling Included 1. An alien welcome 2. Including everyone 3. We've fallen out 4. Important people in history	Keeping Safe 1. Real life online 2. Good secrets and bad secrets 3. Physical contact 4. Harmful substances 5. Can you help me? Part 1 6. Can you help me? Part 2	Living in the Wider World 1. Three in One 2. Who is my neighbour? 3. I can help make a difference 4. I can make a difference to our world 5. Who lives in my local environment? 6. I can improve my local environment	Me, My Body, My Health 1. I am unique 2. Clean and healthy 3. Boys and girls ¹ Life Cycles 4. The cycle of life 5. Beginnings and endings ¹ (Correct names for genitalia are used – penis, testicles, vagina, vulva)

Year 3	Story Sessions 1. Get up! Emotional Wellbeing 2. The Sacraments 3. What am I feeling? 4. What am I looking at? 5. I am thankful	Exercise 1. What's so good about exercise? 2. Let's get fit and have fun 3. What happens to my body if I don't exercise? 4. Getting healthy outdoors 5. Recognising ill health and asking for help	Being Resilient 1. Celebrating achievements 2. Setting goals and having aspirations 3. Resilience 4. A growth mindset 5. It's OK to fail	Me, My Body, My Health 1. We don't have to be the same 2. Respecting our bodies First Aid 3. Emergencies and calling for help 4. Head injuries 5. Bites and stings	Stereotypes 1. Boys vs girls 2. Men vs women 3. Fairy tales with a difference 4. That's stereotyping 5. Knowing what to say	Being Part of a Community 1. I belong to my class 2. I belong to my family 3. I belong in my community 4. Kindness in the community 5. It's everyone's community
Year 4	Story Sessions 1. Jesus my friend Trust and Bullying 2. Friends, families and others 3. When things feel bad Charity 4. A community of love 5. What is the Church? 6. How do I love others?	Respect 1. A fantastic friend 2. I don't like it when... 3. When friendships go wrong 4. Five fingers 5. It's only a joke	Nutrition and Dental Health 1. Healthy food, healthy me! 2. Unhealthy choices, unhealthy me! 3. Chef for the day! 4. Looking after myself 5. Looking after my teeth	Money Matters 1. What is money? 2. How does society manage our money? 3. What can I do to make money in the future? 4. Easter Enterprise I 5. Easter Enterprise II	Keeping Safe 1. Sharing online 2. Chatting online 3. Safe in my body 4. Drugs, alcohol, tobacco 5. First aid heroes First Aid 6. Asthma	Emergency Situations 1. What is an emergency? 2. Fire safety 3. Water safety 4. Celebrating our emergency services 5. Emergency services visitor 6. A time for everything
Year 5	Story Sessions 1. Calming the storm Body Image 2. Gifts and talents 3. Body image (& through the ages) 4. Peculiar feelings 5. Images on the internet 6. Celebrating our bodies	Pressure 1. Is God calling you? 2. Under pressure 3. Do you want a piece of cake? 4. Self-talk First Aid 5. Bleeding	Fake News 1. What is fake news? 2. How to spot fake news 3. Clickbait 4. Advertising 5. Who are you? 6. Sharing isn't always caring	Life in Plastic 1. The Trinity 2. Catholic Social Teaching 3. What is plastic? 4. How does plastic affect our lives? 5. Making changes 6. Reduce, recycle, reuse.	Changes in Friendships 1. What does friendship look like? 2. Falling out 3. Being a bystander 4. Who can we trust? 5. Friendships online.	Puberty 1. What is puberty? ¹ 2. Emotional Changes 3. Changing bodies ¹ 4. Girls' bodies 5. Boys' bodies 6. Spots and sleep ¹ (Transferred from LKS2 - Puberty is taught from Year 5 only)

Year 6	Story Sessions 1. Calming the storm E-Safety and Social Media 2. The internet – is it all bad? 3. What's my password? 4. You've won a prize 5. You're not my friend 6. It's personal 7. Cyberbullying	Global Sustainable Development 1. Reaching out 2. Our world – what's the damage? 3. Global sustainable development goals 4. To travel or not to travel? 5. What's the good news? 6. What can we do to make the world more sustainable?	Drugs and Alcohol 1. What are drugs? 2. Legal or illegal? 3. Why do people take drugs? 4. Impacted lifestyles 5. Making good choices	Mental and Emotional Health 1. Mindfulness 2. Self care 3. Giving assistance First Aid 4. Choking	Police and the Law 1. Name that crime 2. It's my right 3. Types of Abuse 4. Community matters 5. Controversial issues 6. You are the judge.	Life Cycles 1. Life cycles¹ 2. Making babies I² 3. Making babies II² 4. Menstruation 5. Hope beyond death 6. Seeing stuff online³ 7. Build others up⁴ ¹(Transferred from LKS2 – does not mention sexual intercourse) ²(Part I does not mention sexual intercourse. Part II includes discussion of sexual intercourse: parents have the right to withdraw their child from this session) ³(Explores the impact that videos and images of an adult nature have on children, particularly pornography) ⁴(Content covers homophobic bullying through the words of Pope Francis but does not discuss homosexuality in general)
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Modules derived from: **TenTen 'Life to the Full' Catholic RSE Programme**, **Collins 'My Life' PSHE Programme** and **St John's Ambulance First Aid Sessions**