St. Columba's Catholic Primary School,

a Voluntary Academy

Recognising every person is precious to God, our vision is to provide an excellent Catholic Education

Relationships, Sex & Health Education Policy

Date Ratified by Governing Body	Review Date
28/11/23	28/11/25

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.

Describe any consultation that has taken place e.g.

- Parents have been invited into school to review our content
- consultation with wider school community
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2023.

This policy will be reviewed every 2 years by the Head teacher, SMSC Coordinator, the Governing Body and Staff. The next review date is October 2025.

Dissemination

The draft 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 prospectus and a copy is available in the school office. Details of the content of the R[S]HE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIPS AND HEALTH EDUCATION

The DfE guidance defines relationships education in primary school as "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives."[1]

The DfE guidance defines health education as the "teaching … about physical health and mental wellbeing … to give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources."[2]

DEFINING RELATIONSHIPS, SEX & HEALTH EDUCATION

In RSHE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs.

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, and senior leadership teams, teachers, DfE, para. 54, 55, and 58

[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, DfE, para. 83

We promote and teach the importance of love for relationships, including love's sexual expression in marriage. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching.

Guidance from the DFE states that the focus for RSHE in primary schools 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 is broken down into the key strands of:

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

STATUTORY CURRICULUM REQUIREMENTS

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools including academies, non-maintained special schools and alternative provision.

All schools must have an up-to-date policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website

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' (John 10.10)

We teach relationships, sex and health education because of our Christian beliefs about God and about the human person. 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. This communion of divine love reveals that the desire for human relationships is God-given. Human beings are created to be relational, created to love and to be loved just as God is love and essentially relational. Catholic schools engage in relationships education not only because it is in the context of relationships that the human person grows and develops, but because God, who is love, desires that the world becomes a community of love.[3]

Our belief in the unique dignity of the human person made in the image and likeness of God underpins education in a Catholic school. As a consequence, every human person, gender and sexuality are seen as gifts from God, reflect God's beauty, and participate in the divine creativity.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE 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

[3] Dogmatic Constitution on the Church: *Lumen gentium*, article 1, Second Vatican Council.

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 and be at the service of human flourishing through the explicit teaching of the virtues. It will emphasise the central importance of the family and marriage 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 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: love, patience, courage, honesty, respect, forgiveness, courtesy and justice.

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.

We use the RSHE Scheme – Journey in Love. The scheme runs from Nursery to Year 6 and explores the themes: physical; social and emotional; intellectual; and spiritual.
The course outline for each year group is al follows:

Nursery and Reception - The wonder of being special and unique.

Learning Intention- To explore the wonder of being special and unique.
Physical- To recognise that we are all different and unique.
Social and emotional- To recognise the sign that I am loved in my family.
Intellectual- Cause of happy and sad and identify signs of feeling this way
Spiritual- To celebrate the joy of being a special person in God's family.

Year 1 - We meet God's love in our family.

Learning intention- To focus on families and specially growing up in a loving, secure and stable home.
Physical- To recognise how I am cared for and kept safe in my family.
Social and emotional- To recognise signs that I am loved in my family.
Spiritual- To celebrate ways that God loves and cares for us.

Year 2 - We meet God's love in the community

Learning intention- To describe how we are growing and developing in diverse communities that are God-
given.
Physical- To describe ways of being safe in communities.
Social and emotional- To recognise the joy and friendship of belonging to a diverse community.
Spiritual- To celebrate ways of meeting God in our communities.

Year 3 - How we live in love

Learning Intention- To describe and give reasons for how we grow in love in caring and happy

friendships
where we are secure and safe.
Physical- To describe and give reasons why friendships can break down, how they can be repaired and
strengthened.
Social and emotional- To describe and give reasons how friendships make us feel happy and safe.
Spiritual- To celebrate the joy and happiness of living in friendship with God and others.

Year 4 - God loves us in our differences
Learning Intention- To make links and connections to show that we are all different. To celebrate these
differences as we appreciate that God's love accepts us as we are now and as we change.
Physical- Describe how we should treat others making links with the diverse modern society we live in.
Social and emotional- Describe how we should all be accepted and respected.
Spiritual- To celebrate the uniqueness and innate beauty of each of us.

Year 5 - God loves me in my changing and development
Learning Intention- Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom and grow further in recognising God's presence in our daily lives.
Physical- To show knowledge and understanding of the physical changes in puberty.
Social and emotional- To show knowledge and understanding of emotional relationship changes as we
grow and develop.
Spiritual- To celebrate the joy of growing physically and spiritually.

Year 6 - The wonder of God's love in creating new life.
Learning intention- To develop a secure understanding of what stable, caring relationships are and the
different kinds there may be. Focussing on Catholic teaching, children will also know and understanding
about the conception of a child within marriage.
Physical- Explain how human life is conceived. Look at the illustrations of the organs of the human body
including male and female reproductive organs and learn about sexual intercourse as body language through which couples can express emotions.
Social and emotional- To develop a secure understanding that stable and caring relationships, which may
be of different types, are at the heart of happy families.
Spiritual- Show an understanding of how being made in the image and likeness of God informs decisions
and actions when building relationships with others, including life-long relationships.

To support the scheme, we will also invite visitors into school such as the NSPCC and our local PCSOs to support the teaching of online relationships, cyber bullying, up skirting, sexual harm, sharing images, consent and healthy and unhealthy relationships.

We also have books linked to our curriculum and Nurture provision, which will be used alongside the scheme, to explain to our children from an early age how families are diverse and different e.g. single parent families, children who are looked after, families with two mums or two dads, step families, special guardianship families where children are looked after by a relative who is not their parent.

Books include:

The Family Book – Todd Parr
Don't Call me Special – Pat Thomas

Different Just Like Me – Lori Mitchell
It's Okay to be Different – Todd Parr
The Great Big Book of Families – Mary Hoffman & Ros Asquith

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE 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. (In looking at these questions, 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 RSE

Three aspects of RSE - 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.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

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 R[S]HE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents were consulted before this policy was ratified by the governors. They were consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. Parents are also consulted each year about the policy and scheme and they are given the opportunity to view the resources used by the school in the RSHE programme and a reminder is sent out each year regarding this. Our aim is that, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

There is no right to withdraw from statutory Relationships and Health Education nor from the sex education that is taught as part of national curriculum science. However, parents continue to have ***the right to withdraw*** their children from the school's provision for sex education that is in addition to national curriculum science. 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 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 health education programme lays with:
Anna Gautrey – Curriculum Lead
Vicki Page – Religious Life Leader, RSHE Subject Leader
Hollie Blanchfield – RE Subject Leader
Krystina Dixon – SMSC Subject Leader
Sophie Jackson – Science Subject Leader
Victoria Wilkinson/Thomas Abbott – PE Subject Leaders

However, all staff will be involved in developing the attitudes and values aspect of the R[S]HE 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 R[S]HE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers

would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- draw up the R[S]HE 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 R[S]HE within PSHE.

Headteacher

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

RSHE Co-Ordinator

The co-ordinator with 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 R[S]HE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching R[S]HE. 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 SMSC 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 SMSC classes will link to/complement learning in those areas identified in the RSE audit.

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 R[S]HE. 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. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail.)

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