



ST. ETHELBERT'S RCP

POLICY FOR RELATIONSHIPS, SEX AND HEALTH EDUCATION

Love, Care, Share...

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

At St. Ethelbert's Roman Catholic Primary School, we aim to grow and learn together in our understanding of God and the world He created. We welcome all into our loving, happy and caring environment, which reflects the teachings of our Lord, Jesus Christ. We encourage our children to aim for excellence in all aspects of their education and lives.

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), as well as our rationale and approach to this area of the curriculum. This should be read in conjunction with our PSHE policy.

Implementation and Review of Policy

Implementation of the policy took place after consultation with the Governors in the Autumn Term 2021. This policy will be reviewed annually by the Head teacher, the Governing Body and Staff.

Reviewed and approved by the Curriculum, Pupil Welfare & Community Committee – 6th December 2021

DEFINING RELATIONSHIP, SEX AND 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 school, 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 adults.*" This includes the topics of families and the people who care for me; caring relationships; respectful relationships; online relationships and being

safe. We continue to develop the children's sense of self-worth and they are taught how society is organised and governed. We believe that it is important that our children understand the process of democracy and that they learn about rights and responsibilities.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSHE which are statutory – Relationships and Health Education, and Sex Education that is covered in National Curriculum Science.

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 St. Ethelbert's RCP. 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 are committed to ensuring that the emotional and social needs of all our children are met within the school environment; we support the development of children's health and well-being, self-esteem and confidence.

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, RSHE will be firmly embedded into our curriculum, 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 - and support will be provided to help pupils deal with different sets of values. It will prepare the children 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 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.

AIMS OF THE RSHE CURRICULUM

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. We believe that high quality, age-appropriate teaching of RSHE (including PSHE) will help prepare our children for the opportunities, responsibilities and experiences of adult life. At St. Ethelbert's Roman Catholic Primary School, we aim to grow and learn together in our understanding of God and the world He created. We welcome all into our loving, happy and caring environment which reflects the teachings of our Lord, Jesus Christ. We encourage our children to aim for excellence in all aspects of their education and lives.

In partnership with parents, we aim 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
- respect for others
- being a thoughtful and responsible member of the community
- being active members of a democratic society

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;
- what makes good relationships with others;
- how to be safe

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. (See Equality; Child Protection; Anti-Bullying and Behaviour policies). Teaching approaches will ensure that all pupils, but particularly those with SEND, are well supported.

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 OUR RSHE CURRICULUM

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.

The SCARF scheme (Coram Education) will be the principal scheme used; the content of the Sex and Relationships Programme will also be supplemented by '*A Journey in Love*' (Brentwood Diocese).

Our programme is an amalgamation of units from the SCARF PSHE scheme (Coram Education) and will cover:

Reception – God loves each of us in our uniqueness

Children know and understand that God has made them unique and that although we are all different, we are all special to Him.

Year 1 – We meet God's love in our family

Children know and understand that they are growing and developing as members of their own family and God's family.

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

Children know and understand that they are growing and developing in a God-given community.

Year 3 – How we live in love

Children know and understand the virtues essential to friendship, eg loyalty, responsibility...and experience the importance both of forgiving and being forgiven, and of celebrating God's forgiveness.

Year 4 – God loves us in our differences

Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

Year 5 – God loves me in my changing and development

Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives.

Year 6 – The wonder of God's love in creating new life

Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential
- active
- group work
- role-play
- values clarification
- story time
- use of external visitors

We recognise that there will be some overlap between the RSHE curriculum and the programmes of study within RE, Science, Computing and PE.

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 text 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.

Annually, parents are given the opportunity to view the resources used by the school in the RSE programme. They are also able to meet with the Headteacher to discuss any issues, either through informal drop-ins or through individual meetings. Our aim is that, prior to the delivery of the more sensitive aspects of the curriculum, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the **right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. **This only applies to the 'How a Baby is Made' unit in Y6.** Should parents wish to withdraw their children from this specific aspect of the curriculum, 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.

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, Sex and Health education programme lays with the Headteacher and the PSHE subject leader. 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 may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE (e.g. Fort Alice). 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 'Protocol for Visitors to Catholic 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. When delivering these sessions all visitors will be accompanied by a member of school staff.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- Draw up the RSHE policy, in consultation with parents and staff;
- 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 from specific elements of the Y6 provision;
- 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 Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE Subject Leader

The PSHE subject leader, together 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.

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.

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 (Anti-Bullying policy, Safeguarding Policy; Online Safety; Values Policy etc.)

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 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. Staff will ensure that should a child's question pertain to something that goes beyond what is set out in our curriculum, then they will address this in a sensitive way, away from the whole class. We are very aware that, given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Support may be sought from the Headteacher should there be a situation where a member of staff is unsure how to respond to a child's question. Parents may be made aware of these issues, if appropriate.

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 RSE 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 circumstance 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 PSHE Subject Leader will monitor pupil progress and the quality of provision through pupil interviews; learning walks and work scrutiny – this will be done at least once per term. Assessment opportunities within the programme will be used.

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.

CES Policy adopted by the Curriculum, Pupil Welfare and Community Committee on 28th November 2019.

Reviewed 3rd December 2020

Reviewed 6th December 2021