

Relationship, Health and Sex Education Policy (RHSE)



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS ON:

RESPONSIBLE PERSON: Headteacher

Our Lady & St Oswald's is a happy, caring and successful school with Christ as its cornerstone. We value the strong partnerships built between our families, the community and fellow professionals, all working to ensure our children feel happy, secure, respected and valued in their own right. We strive to ensure each child reaches his or her full potential – developing his or her faith, confidence, skills and achievements.

In this policy the governors and teachers, in partnership with pupils and their parents/carers, set out their intentions about relationships, Health and sex education (RHSE). We set out our rationale for, and approach to relationships, health and sex education in the school. It is available for inspection on the school's website.

Consultation that has taken place:

- Consult with the Diocese, paying heed to the teachings of the Catholic Church;
- Consult [DFE guidance \(2019\)](#);
- Consult with Governors;
- Consult with parents; (letters, questionnaire, consultation tool)
- Review the curriculum with staff and pupils;

Implementation & Review

Implementation of the policy will take place after consultation with the Governors in the spring and summer terms 2021. This policy will be reviewed every year by the Head teacher, RHSE Lead Teacher and Lead Governor, the Governing Body and Staff. The next review date is May 2022.

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 RHSE curriculum will also be published on the school's website.

Defining RHSE

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 of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Aim of RHSE 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 RHSE 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 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.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RHSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RHSE go further. Please see Statutory Guidance Mapping [Appendix B](#).

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 RHSE 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. RHSE, 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) RHSE 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 RHSE 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 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.

Objectives

To develop the following attitudes and virtues:

- 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;
- 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 (Year 6 only);
- 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 RHSE is sensitive to the different needs of individual pupils in line with the school's inclusion policy. This is in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad content of RHSE

Three aspects of RHSE - 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.

RHSE Scheme of work

As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church and to ensure this is full-filled we have decided to the scheme adopt 'Life to the Full' by 'Ten Ten' to deliver RHSE in our school. Ten

Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work, this scheme has been approved by our diocese. All of the sessions will be age-appropriate and meet the needs of all pupils in the class. Life to the Full covers the statutory requirements of RHSE, for more information on how our school delivers the non-statutory elements of PSHE, see our PSHE Policy.

RHSE is taught through core subjects within school: PSHE, RE and Science and is taught from EYFS –

Year 6. Primary Schools are not required to teach sex education.

The core focusses of RHSE for each year group are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe – This includes the concept of personal privacy

To deliver this, Life to the Full is split up into three themes:

- Created and loved by God
- Created to love others
- Created to live in the community

All units taught have an associated piece of music with it along with a prayer.

See the 'Curriculum Content – Key Stage Overview' in [Appendix A](#) for more information of the RHSE curriculum in more detail for each Key Stage.

Teaching strategies for delivering RHSE will include:

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

Assessment of RHSE

For each unit of sessions, there will be an assessment activity for the children to complete prior to the unit taking place, this allows teachers to make an accurate judgement of where children are working at before planning the unit and can tailor lessons accordingly. After the series of lessons have finished, a final assessment activity will take place to assess the children's learning of the unit.

Teachers will continually use 'Assessment for Learning' during weekly sessions and adapt lessons as/when needed.

LGBT

- Life to the Full is inclusive of all children, families and teaching staff;
- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes; our

school will build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed;

- In Upper Key Stage Two, the presenters on film say that some children have 'two mums and two dads' as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme;
- The programme does not explicitly refer to transgenderism;
- The programme emphasises very strongly the dignity of every person as being created and loved by God - it examines difference and bullying, but does not explicitly highlight LGBT people within this context as well as self-identity which includes knowing the meaning of LGBT terminology at an age-appropriate level. This would be discussed with older children encourage an awareness and openness in understanding.
- The only reference to sexual intimacy is in the Year 6 session 'Making Babies: Part 2'. In this session, sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic-Christian point of view is clearly stated. This teaching is in line with the statutory guidance from the Department of Education.

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 RHSE 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 RHSE 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 RHSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHSE programme to meet their child's needs.

RHSE is statutory from September 2020. Parents have the right to withdraw their children from RHSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents 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 RHSE 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 RHSE.

Knowing about facts and enabling children 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 the class teachers supported by PSHE/RHSE Leader (Mrs Vanessa Kara / Mrs Nikki O'Dwyer).

However, all staff will be involved in developing the attitudes and values aspect of the RHSE 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.

Delivery of Ten Ten (Life to the Full) to mixed aged classes

We will be running Programme Pathway #3 which delivers the full programme every year, some pupils will cover the same session content in the following year. For example, when we teach the entire LKS2 programme to Year 3 in the first year, then you will return to the same teaching content when those pupils are in Year 4. This repetition is intentionally embedded in the programme.

That is because Life to the Full adopts a spiral curriculum. This means that the same modules and units are covered every single year throughout the programme, from EYFS to Year 6. In fact, these topics are repeated in secondary schools as well at an age-appropriate level! The three core modules are:

- Created to Love God
- Created to Love Others
- Created to Live in Community

However, just because we are covering the same modules, units and sometimes even the same programme content, this does not mean that the teaching is merely a repetition of what has gone before.

Why repeat the learning stage?

Children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding.

The learning will be embedded as children build upon what they have previously learned – a truly spiral curriculum.

Some sessions can be omitted one year (Part 2 Where babies come from to only Y6 content) and if we feel that children are not quite ready, or they have surpassed that stage of learning.

Similarly, particular focus can be given to certain topics if it is felt that is needed.

Extended Activities

Each year, class teachers will be aware of the progress that their class made the previous year with the programme. The programmes 'Extended Activities' provide suggestions for new, enriching session content which may not have been covered previously, and this ensures that children are taught a rich, varied programme that builds upon previous learning and meets the children where they are at.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHSE. 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.

Other Roles and Responsibilities regarding RHSE

Governors

- Fully ratify the RHSE 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; (Mrs Margaret Williams)
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHSE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RHSE Lead

The PSHE/RHSE Leader 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 RHSE and the provision of in-service training.

All staff

RHSE is a whole school subject. 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 RHSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHSE. 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. Teachers will ensure they use the correct age-appropriate vocabulary related to each different unit and will use this, alongside baseline assessment to plan lessons tailored to the needs of their class.

Relationship to other policies and curriculum subjects

This RHSE 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 related policy documents.

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. PSHE/RHSE have a weekly dedicated slot on the timetable across all year groups from EYFS – Year 6, it is also delivered subtly through other subject areas such as RE and Science.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RHSE 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. Staff will answer questions openly and honestly at an age-appropriate level. Where questions are asked above the expected understanding for that age-range, staff will direct children to speak to their parents/carers about their queries.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RHSE. 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 RHSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail).

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting Children who are at Risk

Children will also need to feel safe and secure in the environment in which RHSE takes place. Effective RHSE 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 RHSE 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 Child Protection and Safeguarding 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.

Policy Development

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

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

2. Staff consultation – all school staff were given the opportunity to look at the policy, programme and make recommendations
3. Parent/carer consultation – parents/carers involved in to view the policy through the school website due to COVID-19 restrictions, along with a suggested curriculum for each key stage and were invited to fill in a questionnaire
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Monitoring and Evaluation

The RHSE 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.

This policy is reviewed by the RHSE Leader, Governing Body and the Headteacher. Any changes to this policy will be communicated to all staff. All staff are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.

This policy was written in June 2021 by Mrs Nikki O'Dwyer and thoroughly discussed with the RHSE working group (RHSE Lead Governor Mrs Margaret Williams and Parent Governor Mrs Amanda Ali) before submitted for approval by the Governing body.

The next scheduled review date is May 2022.

Signed:

(On behalf of the staff)

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(On behalf of the governors)