

ST. FRANCIS' CATHOLIC PRIMARY SCHOOL

Whyteleafe Road

Caterham

Surrey

CR3 5ED



Policy Documents for

Relationships, Sex and Health Education

Policy reviewed: April 2023

Next Review: April 2026

This policy should be read in conjunction with the schools: Safeguarding policy, Teaching and Learning policy, PHSE policy, RE policy, Behaviour Policy, SEND policy, Anti-bullying policy, Online safety policy. In addition to these government/Catholic/diocesan documents: Equalities Act 2010, DfE statutory guidance for RSHE 2019, CES Model policy 2019, Learning to love 2017, Made in God's image 2018



Vision

To provide an excellent education and wider opportunities where all members of our school community will grow and realise their potential through encouragement and perseverance in a safe environment.

In God's love and inspired by our faith, we respect, reflect, achieve and grow together.

Mission Statement

Through God's love and with guidance from the Holy Spirit, we the St Francis' Community, share our Catholic Faith. We seek to nurture in our school family an understanding of the importance of Christian values, forgiveness and reconciliation and a deep love and lifelong commitment to God.

At St Francis', all members of our school community value and develop the unique strengths and gifts of one another and of our pupils. We strive to provide an excellent education and wider opportunities for the children entrusted to us, so that all our pupils may grow and realise their potential through self-belief, perseverance and resilience.

Staff, Families, Governors and Parishes work in partnership and, inspired by our faith, we support the children of St Francis'. We encourage everyone to shine, to have pride in their achievements, to show concern for others and to contribute to society as responsible citizens.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSHE). We set out our rationale for, and approach to relationships and sex education in the school.

What is RSHE?

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". This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory curriculum requirements

We are legally required to teach those aspects of RSE, which are statutory parts of National Curriculum Science.

Rationale for RSHE teaching

'I have come that you might have life and have it to the full' (John 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 RSE 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. RSE, 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, RSE 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 RSE 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.

Aims of RSHE

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.
- 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.

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.

The RSHE curriculum at St Francis

Introduction

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education, and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated or well matched

At St Francis we ensure that RSHE teaching is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. At St Francis we ensure that children with special educational needs and disabilities are not at any point withdrawn from RSHE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

As a Catholic School, we are committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSHE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSHE.

Co-ordinated

None of these educational goals are possible if RSHE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSHE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate - not merely tolerate - the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, we at St Francis' ensure that children and young people are offered a broad and balanced RSHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

What is taught?

The curriculum at St Francis' is based on the model curriculum recommended by the CES. We use "Ten: Ten" (approved scheme of work by the Diocese) our PSHE and Science learning to teach our RSHE curriculum. It is taught by our class teachers in conjunction with support when needed from outside agencies. 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.

The curriculum

This curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be a broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

- Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- Created to live in community - local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSHE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

At St Francis we want to promote a healthy, positive atmosphere in which RSHE can take place. We 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.

Our programme, from the agreed scheme **Ten: Ten** works in a cyclical nature with the 3 themes being revisited each year but with age-appropriate progressive content. This "scheme" is taught in conjunction with the PSHE and Science curriculum creating a cross-curricular approach to our learning.



The skills progression from Early years to Year 6 can be seen here:

[LTTF-P_PROGRESSIONOFSKILLS_WHOLE SCHOOL.pdf](#)

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 email when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents have been consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme.

How can parents support their children?

- By talking with your child at home.

- By discussing their work after each lesson.
- By listening to any concerns.
- By reassuring your child that you are there if they need to talk about anything at all.

Parents continue to have the right to withdraw their children from non-statutory aspects of the curriculum. 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).

Other roles and responsibilities regarding RSE

Governors

- Draw up the RSHE policy, in consultation with parents and teachers.
- Ensure that the policy is available to parents.
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs.
- Ensure that parents know of their right to withdraw their children.
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used. Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

Headteacher

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

RSHE Lead

The PSHE/RSHE Lead 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 RSHE and the provision of in-service training.

All Staff

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme.

The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues, which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting children at risk

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes, which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and evaluation

The RSHE 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. The Governors of St Francis' Catholic School will consider all such evaluations and suggestions before amending the policy. The Governors remain ultimately responsible for the policy.