



**St Robert Southwell Catholic Primary School**

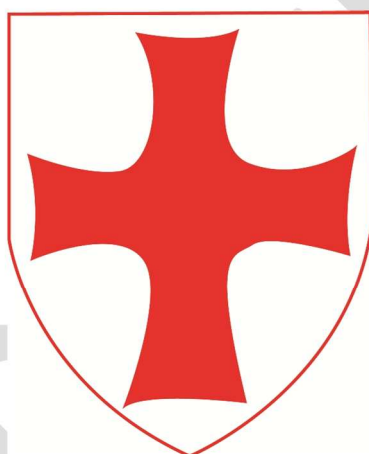
*Aiming for Excellence - Being the Best We Can Be*

# **St. Robert Southwell Catholic Primary School**

## **A school in the trusteeship of**



**Diocese of Westminster**



# **Relationships, Sex and Health Education (RSHE) Policy**

**Adopted by Governors: 18<sup>th</sup> June 2017**

**2025-26**

*Following Jesus' footsteps and inspired by St. Robert Southwell we work hard,  
aim high and treat everyone with honesty and gentleness.*



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### MISSION STATEMENT

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward-looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.

#### **Summary:**

**Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness**

### Vision Statement

#### ***Aiming for Excellence – Being The Best We Can Be***

- At School, At Home and in the Community
- Developing children who achieve well, are confident and are happy
- Young people who live their faith positively and contribute to the common good

### Wellbeing & Mental Health Vision

To support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed.

- Empowering everyone in the community to be emotionally literate
- Enabling stakeholders to develop strategies to manage their emotional wellbeing and mental health.

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This Policy has been developed in accordance with the UN Convention on the Rights of the Child (UNCRC). This convention establishes and builds shared values for Rights and how we respect the rights of others throughout the whole school. The UNCRC initiative firmly underpins the Vision and Mission statements, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. Article 13 of the UNCRC states that all children have the right to get and share information as long as it does not harm them.

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

A consultation and training process has been undertaken which consisted of the following –

- Pupil Parliament
- Information sessions, letter to parents/carers, feedback and response forms completed
- A review of the RSHE curriculum content with staff and governors
- Consultation with the wider community e.g. school nurse
- Consultation with school governors
- 3-day Diocese training course for Personal Social Health citizenship Education (PSHE) Leader

### Implementation and Review of Policy

Implementation of the policy came into effect after consultation with the Governors in May 2020. This policy will be reviewed every 2 years by the Headteacher, PSHE Leader, RE Leader, the Local Governing Board and Staff.

### Dissemination

The draft policy was given to all members of the Local Governing Board, all teaching and nonteaching members of staff and parents/carers. Details of the content of the RSE curriculum are published on the school's web site and are available through the parent portal on the TenTen website.

### Defining Relationships and Health Education

The DfE guidance states “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.”

### Rationale

*‘I have come that you might have life and have it to the full’ (Jn.10.10)*

We are involved in relationships, sex and health education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human

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person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; 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 (and the Welsh Assembly Government) 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 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. It will also prepare pupils for life in a modern, diverse and inclusive Britain. LGBT content is delivered by using Ten Ten's 'Life to the Full.'

RSHE will be taught in accordance with the principles set down in other relevant school's policies such as Equality of Opportunity, Safeguarding and Child Protection Policy and Special Educational Needs and Disabilities. The school uses the Ten Ten resource 'Life to the Full' to deliver the RSHE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

### **Values and Virtues**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues that 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: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### **Aim of RSHE and Mission Statement**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RSHE is an integral part of this education. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent relationship, sex and health education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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## **Objectives**

### **To develop the following attitudes and virtues:**

- reverence for the gift of human sexual fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

### **To develop the following personal and social skills:**

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

### **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;

## **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.

### **Equalities obligations**



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

### **Broad Content of RSHE**

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and health curriculum.

'Life to the Full' is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the statutory curriculum taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate age throughout their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body that include the scientific names for these body parts, personal relationships, family structures, **trusted** adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

#### **Module 1: Created and Loved by God**

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-Being
- Life Cycles

#### **Module 2: Created to Love Others**

- Religious Understanding
- Personal Relationship
- Keeping Safe

#### **Module 3: Created to Live in Community**

- Religious Understanding
- Living in the Wider World

The proposed content of each module for each Key Stage can be found on the Parent Portal through the TenTen website (link on our school website.). For the purposes of this RSHE programme the Key Stages are  
Key Stage 1 – Year 1 and Year 2  
Lower Key Stage 2 – Year 3 and Year 4  
Upper Key Stage 2 – Year 5 and Year 6





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### **Assessment**

Each unit of work has an assessment activity associated with it, this will enable us to track progress of learning across each unit. The assessment activities take into account the learning objectives of each session; they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

### **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 an online Parent Portal where they will have access to all the online media sessions. Parents/carers will be informed by letter 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. In the case where any concerns or questions arise, these can be discussed with the class teacher.

Parents/carers continue to have the right to withdraw their children from Sex Education except in those elements that 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. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **Responsibility for teaching the programme**

Responsibility for the specific relationships and health education programme lays with the Headteacher, aspects of this will be delegated to subject leaders, such as RE, Science, PE and PSHE.

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.

### **Other Roles and Responsibilities regarding RSHE**

#### **Governors**

- Ensure that the policy is made available to parents/carers;
- 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/carers know of their right to withdraw their children from sex education;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

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### **Headteacher**

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

### **PSHE/RE Leaders**

The Subject Leaders 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. 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.

### **Relationships 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 (for example, Safeguarding and Child Protection 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.

### **Children's Questions**

The governors want to promote a healthy, positive and inclusive 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.

### **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 in lessons.

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Some questions may raise issues that would not be appropriate for teachers to answer during ordinary class time (outside of the curriculum), e.g., where a child questions or hints at potential abuse or harm 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 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 is a victim of or is at risk of harm or abuse they are required to follow the school's safeguarding policy and immediately inform the DSL.

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents/carers 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 health, developing appropriate personal and social skills and becoming appreciative of the values and attitudes, which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues that are discussed in the programme. 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. DSL, parents/carers, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring, Evaluation and Review**

The PSHE/RE Leaders 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/carers. 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.

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