



Relationships, Sex and Health Education Policy

OUR VISION STATEMENT

The values that Christ taught us underpin everything that we do.

OUR MISSION STATEMENT

The core of our Mission Statement is:

Growing Together, Learning Together, Achieving Together in Christ

This reflects the ambition and vision we have for enabling all of our children to achieve their very best through collaboration and mutual support within the Catholic context. We are a worshipping community, valuing prayer and praise, and enjoying close links with the parish of the Sacred Heart and St Francis in Frinton. Through our mission, and by working with the families in our school, we develop appropriate values and morals to prepare our pupils not just for the next stage of their academic careers, but for life

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.

AIM OF RSHE

Our Mission Statement commits us to produce responsible and caring citizens. We believe that our RSHE programme (embedded in our wider PSHE curriculum), is an integral part of this education so that we enable all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern life.

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.

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.
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To develop the following Health skills:

- Building an understanding of mental health and wellbeing, how to nurture this and recognising when one may need help in this area.
- Identifying internet safety and harms.
- Developing a good routine for physical health and fitness as well as knowing the characteristics and mental and physical benefits of an active lifestyle.
- Knowing what healthy eating is and plan ways to achieve this.
- Learning facts and risks associated with drugs, alcohol and tobacco.
- Knowing about health and prevention such as getting enough sleep and dental hygiene.
- Acquiring basic first aid including what to do in an emergency and basic emergency first aid procedures.

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.

RATIONALE

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 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 relationships 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) 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 pupils. It is centered 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 modern Britain.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of the Science National Curriculum as well as the Relationships and Health Education made statutory from September 2020.

DEFINITION

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, physical and mental health, healthy lifestyles, diversity and personal identity. In Form V we teach sex education in the context of a loving relationship and using Diocesan approved materials. Parents and carers are invited to view these materials before use with the children. Our main resource for teaching the RSE element is the Journey in Love programme written by the Diocese of the Brentwood. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. In addition to this, we propose to use the model Catholic Primary RSE curriculum (produced by the Catholic Education Service) merged with the resources from our PSHE scheme called (SCARF) in order to fulfil all the Health and Relationships statutory requirements as set out by the DfE.

CURRICULUM

Our curriculum takes into account all National Curriculum objectives, but is adapted as and when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

DELIVERY OF RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education curriculum (RE).

Pupils in Form V also receive stand-alone sex education sessions delivered by the Form V class teacher.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

The Health element of RSHE is taught as part of our PSHE curriculum and focuses on enabling all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. The topics include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent body (Through Journey in Love, the Science curriculum and sessions delivered by the Form V class teacher as stated above)

ROLES AND RESPONSIBILITIES

Governors

- Contribute to the RSE 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, the ethos of the school and our Christian beliefs.
- Ensure that parents know of their right to withdraw their children from sex education within RSHE.
- Establish a link governor (the Chair of Governors) 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 statutory requirements of Relationship and Health Education 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 Schools' Service, the Local Education Authority and also appropriate agencies.

PSHE Coordinator

The PSHE Coordinator 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

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.

Parents

As children's first educators, it is imperative that RSHE is taught in partnership with parents. Sharing the curriculum with parents so they know which topics are taught and when allows parents to support and compliment the programme so that home and school are in harmony.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

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. (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, sex, gender identity, religion or sexual orientation or whether they are looked-after children. In response to any questions regarding LBGTQ+, we will:

- Listen
- Accept
- Emphasise the message that we are ALL God's children and we are all intrinsically loved
- Express that we are more than any labels others or society put on us

We will provide this by fostering an ethos in our school community where individuals feel safe and respected enough to express their views, feelings and questions and further explore their identity knowing they are loved and treasured as a child of God.

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 RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents continue to have ***the right to withdraw*** their children from Sex Education 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.

MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by the Headteacher through staff meetings, learning walks and work scrutiny.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy is reviewed annually by the Headteacher and ratified by the Education Committee.

APPENDIX 1: OUR PSHE CURRICULUM OVERVIEW

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

APPENDIX 2: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

APPENDIX 3: PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSHE

TO BE COMPLETED BY PARENTS

Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, sex and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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