



THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS

RELATIONSHIP, HEALTH AND SEX EDUCATION (RHSE) POLICY

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| <i>Date Policy Approved:</i> | <i>July 2020</i> |
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| <i>Date of Next Review:</i> | <i>July 2022</i> |

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can grow to love God and each other more.

At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore, this policy will reflect the Catholic identity and mission of our schools and the values it proclaims.

This policy has been adapted from the Diocese of Leeds model policy.

In this policy the Governors and teacher of the Federation of St Edmund's and St Patrick's, in partnership with pupils and their parents, set out their intentions about relationships, health and sex education (RHSE). We set out our rationale for and approach to relationship, health and sex education in our schools. This policy has been presented, approved & ratified by the Full Governing Body on 15/07/20. This policy was published on 03/09/20 and will be reviewed every two years. This policy will be made available for parents on the school website.

DEFINING RELATIONSHIP, HEALTH AND SEX EDUCATION

The DFE guidance defines RHSE as 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. It is about the development of the child's knowledge and understanding of her and him as a sexual being, about that 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. The DFE identifies three main elements: 'attitudes and values, personal and social skills, and knowledge and understanding'.

STATUTORY CURRICULUM REQUIREMENTS

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

However, the reasons for our inclusion of RHSE go further.

RATIONALE

'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 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 relationships 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 in our schools, therefore, will be placed firmly with 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 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 our children. It is centered on Christ's vision of being him 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 RE will be in accordance with the Church's moral teachings. It will emphasise the central importance of marriage and the family whilst acknowledging that all children have a fundamental right to have their life respected whatever household they come from and support will be provided to help children deal with different sets of values.

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
- ❖ Compassion

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 RHSE is an integral part of this education. Furthermore, our school aims state that we will endeavor 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 our schools 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.

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;
- Recognizing and valuing their own sexual identity and that of others;
- Celebrating the gift of life-long, self-giving love;
- Recognizing the importance of marriage and family like;
- Fidelity in relationships.

To develop the following personal and social skills:

- Making sound judgments and good choices which have integrity and which are respectful of the individuals' 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 minimize the risk of health and personal integrity.

To know and understand:

- The Church's teaching on relationships and the nature and meaning of sexual love;
- The Church's teaching on marriage and the importance of marriage and family life;
- The centrality and importance of virtue in guiding human living and loving;
- The physical and psychological changes that accompany puberty;

OUTCOMES

Inclusion and differentiated learning:

We will ensure that RHSE is sensitive to the different needs of the children in respect to children's different abilities, levels and maturity and personal circumstances; for example, their own sexual orientation, faith or culture and taught in a way that does not subject children to discriminations. Lessons will also help children to realise the nature and consequences of discriminations, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. Our schools will follow the Federation's behaviour policy to address any issues that arise.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that the Federation of St Edmund's and St Patrick's strives to do the best for all the children, irrespective of disability, educational needs, race, nationality, ethnic or national origin, 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 relationship and sex curriculum.

Our school use the Ten:Ten resource to deliver the RHSE curriculum.

Our programme will be split into three parts:

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

Created and loved by God will focus on:

- Religious understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

Created to love other will focus on:

- Religious understanding
- Personal relationships
- Keeping safe

Created to live in community will focus on:

- Religious understanding
- Living in the wider world

Teaching strategies will include:

- ✓ Establishing ground rule
- ✓ Distancing techniques
- ✓ Discussion
- ✓ Project learning
- ✓ Reflection
- ✓ Experiential
- ✓ Active
- ✓ Brainstorming
- ✓ File and video
- ✓ Group work
- ✓ Role-play
- ✓ Trigger drawings
- ✓ Values clarification

Assessment

This will be undertaken from the PSHE Jigsaw scheme.

PARENTS AND CARERS

We recognise that parents and carers 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 parts of RHSE will be covered in other that they can prepare to talk and answer questions about their children's learning.

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 child they are asked to notify the school in writing and the letter must be addressed to the Executive 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 the curriculum to be followed.

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. Children 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 behavior and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that children have access to the learning they need to stay safe, healthy and understanding their rights as individuals.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex programme lies with the PSHE coordinator.

However, all staff will be involved in developing the attitudes and values aspects of RHSE programme. They will be role models for children of good, healthy, wholesome relationships as between staff others adults and children. They will also be contributing to the development of the children's personal and social skills.

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 substitutes or replaces teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in our schools delivering a session. Any visitor must adhere to our code of practice.

Health professionals should follow the school's policies, minimizing the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure all teaching is rooted on Catholic principles and practice.

ROLES AND RESPONSIBILITES

Governors:

- Ensure the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies;
- Ensure that parents know of their right to withdraw their child;
- Establish a link governor to share 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 RHSE.

Executive Headteacher

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

PSHE Coordinator

The coordinator along with the Executive headteacher & Curriculum Leader 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 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 RSE in accordance with the Catholic Ethos of the Federation. Appropriate training will be made available for all staff teaching RHSE.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RHSE can take place. They want to ensure all 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 AND 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 content of RHSE. The use of ground rules, negotiated between teachers and children, will help to create a supportive climate for discussion.

Some questions may raise issues which if would not be appropriate for teachers to answer during ordinary class time. e.g. where a child questions or 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 is a victim of or is at risk of abuse they are required to follow the schools safeguarding policy and immediately inform a member of the safeguarding team.

Confidentiality and advice

All lessons, especially those in RHSE, will have the best interests of the children 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. Teacher will always help children facing person difficulties, in line with our schools pastoral support. Teachers should explain to children that they could not offer unconditional confidentiality, in matters, which are illegal or abusive. Teachers will explain that in such circumstance they would have to inform others, e.g. parents, executive head teacher, but that the child would always be informed first of the actions that are being taken.

Monitoring and evaluation

The PSHE coordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and sample of pupils work.