

**ST. JOSEPH'S CATHOLIC  
PRIMARY SCHOOL**



**Barleyfields Road, Wetherby  
West Yorkshire LS22 6PR**

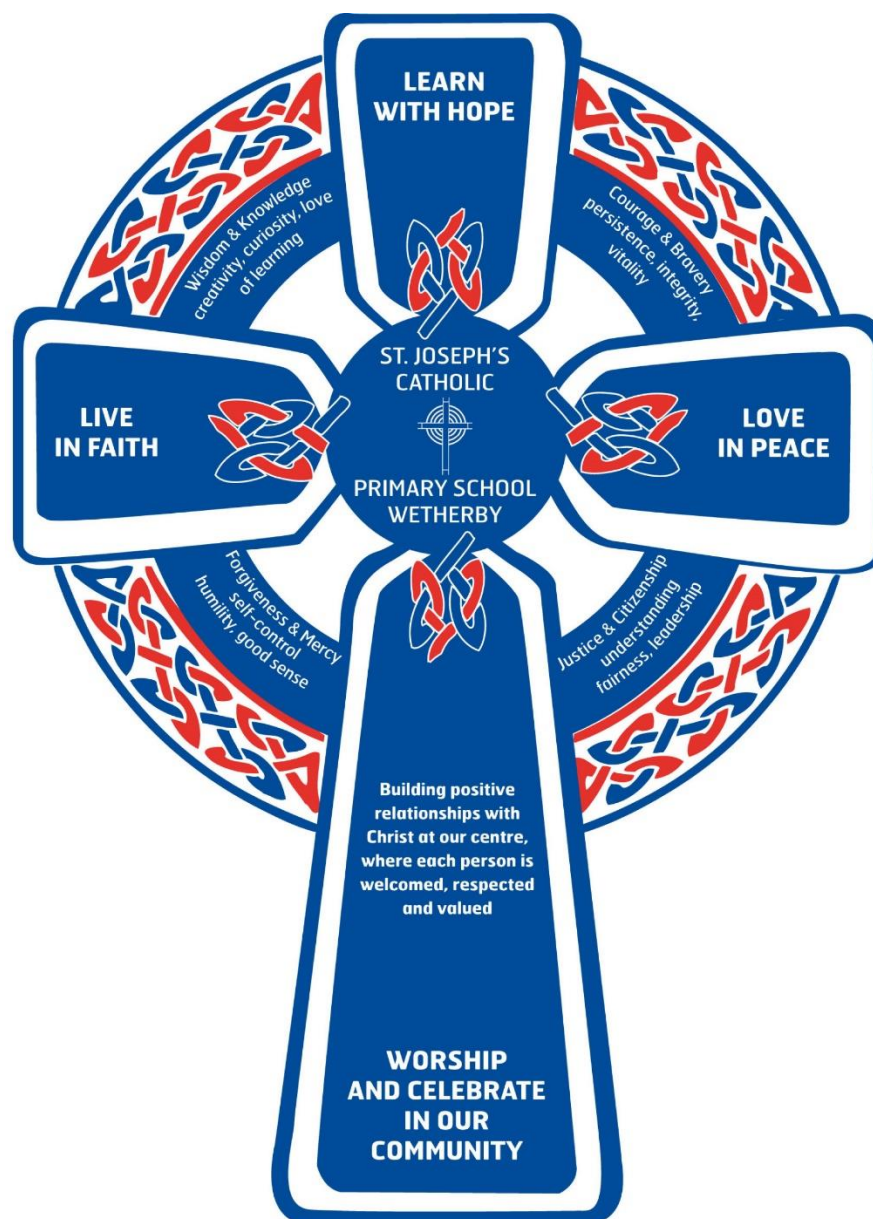
**Relationships, Sex and Health Education (RSHE) Policy**

*'This school is committed to safeguarding and promoting the wellbeing of all our children and expects our staff and volunteers to share this commitment'.*

Adopted by Governors  
Next review

May 2022  
May 2024

## St Joseph's Catholic Primary School Mission Statement:



Our Mission Statement commits us to the education of the whole child, and we believe that Relationships, Sex and Health Education (RSHE) is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents<sup>1</sup>, to provide children and young people with a “positive and prudent relationships and sexual education”<sup>2</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

<sup>1</sup> Parents is used to refer to carers, guardians and parents.

<sup>2</sup> *Gravissimum Educationis* 1

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our aims and approach to RSHE in the school.

**Consultation that has taken place:**

- pupil focus groups
- whole school parents' information evening with opportunity for feedback (staff and governors were also invited)
- parent survey/questionnaire
- review of RSHE curriculum content with staff, governors and pupils
- consultation with school governors

**Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Summer term 2021. This policy will be reviewed biannually by the Head Teacher, RSHE Co-ordinator, the Governing Body and Staff. The next review date is Summer Term 2024.

**Dissemination**

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Details of the policy and content of the RSHE curriculum will be published on the school's website. Copies of the policy will be available to all registered parents on request and a copy is available in the school office.

**Statutory Curriculum Requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools including academies, non-maintained special schools and alternative provision. Sex education is not compulsory in primary schools. It is up to primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

Now that schools are required to teach Relationships and Health Education, parents are not able to withdraw their child from Relationships and Health Education.

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- Statutory Guidance: 'Relationships Education, Relationships & Sex Education (RSHE) and Health Education' (2021)
- The National Curriculum (2014)
- The Children's Act (2004)
- See Appendix 2 (DfE Statutory Guidance)

In Catholic education, the reasons for our teaching of RSHE go further.

**Aim of Catholic Relationships and Sex Education**

The aim of Catholic RSHE is rooted in a particular context, that Catholic Christianity is a living tradition of lifelong learning in the knowledge and love of God. This learning is not additional to learning about ourselves and our relationships with others and the world, but constitutive of

such learning because it treats of God and of all things, in their relationship to God as their beginning and their end, their origin and destiny.<sup>3</sup>

*'God is love and anyone who lives in love lives in God and God lives in him.'* (1 Jn. 4:16)

*'I have come that they may have life and have it to the full.'* (John.10:10)

We teach relationships, sex and health education because of our Christian beliefs about God and about the human person. 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. This communion of divine love reveals that the desire for human relationships is God-given. Human beings are created to be relational, created to love and to be loved just as God is love and essentially relational. Catholic schools engage in relationships education not only because it is in the context of relationships that the human person grows and develops, but because God, who is love, desires that the world becomes a community of love.

Our belief in the unique dignity of the human person made in the image and likeness of God underpins education in a Catholic school. As a consequence, every human person, gender and sexuality are seen as gifts from God, reflect God's beauty, and participate in the divine creativity.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE 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 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 and be at the service of human flourishing through the explicit teaching of the virtues. It will emphasise the central importance of the family and marriage 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 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: love, patience, gratitude, courage, honesty, respect, forgiveness, courtesy and justice, resilience, confidence, determination.

Our approach acknowledges that all pupils have a fundamental right to have their life respected whatever household they come from, and support will be provided to help pupils deal with different sets of values.

## **Defining Relationships and Sex Education**

In RSHE, children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. We promote and teach the importance of love for relationships, with particular reference to

---

<sup>3</sup> Thomas Aquinas, *Summa Theologiae*, 1a, q.1, ad2; q.1, a. 7. C.

friendships, family relationships, and relationships with other children and adults, including love's sexual expression in marriage. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching.

The DfE guidance defines relationships education in primary school as “the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.”

The DfE guidance defines health education as the “teaching about physical health and mental wellbeing to give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.”

The DfE guidance states that relationships and health education is compulsory in primary schools, however, sex education is not compulsory. DfE guidance states it is up to primary schools to determine whether they need to cover any additional content on sex education, to meet the needs of their pupils. DfE guidance states it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. With this in mind, the DfE continues to recommend, therefore, that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that boys and girls are prepared for the changes that adolescence brings, including knowledge of the human life cycle, how a baby is conceived and born.

## **Entitlement and Delivery**

### **Managing difficult questions**

Primary aged pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for relationship, sex and health education (RSHE). As a school, we are aware that it is important for our children to have accurate and age appropriate information. We ensure an inclusive approach that is graduated and age appropriate for all our children when responding to children's questions. This may include 1:1 discussions, small group discussions, further differentiated activities to aid knowledge and understanding and/or the involvement of a parent/carer.

### **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. We will ensure RSHE 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). Pupils 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 our pupils.

### **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 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 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 and explicit lessons that are planned.

### **Relationships and Health Education**

By the end of primary school, children will be taught and should know:

#### **Relationships Education**

##### **Families and people who care for me**

Pupils are taught and know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

##### **Caring friendships**

Pupils are taught and know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties



- that healthy friendships are positive and welcoming towards others, respecting all similarities and differences, 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 which is further embedded through our use of Restorative Practice which is outlined in our Behaviour Policy
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, what to do if someone hurts them or excludes them for being different, managing conflict, how to manage these situations and how to seek help or advice from others, if needed which is embedded through our school rules motto: TRUST (truth, respect, use good manners, safe and talk)

## **Respectful relationships**

Pupils are taught and should know:

- the importance of respecting others and putting the school common language/phrase of “We are all the same, but we are all different,” into practice, thus respecting all protected characteristics, physical differences, interests, characteristics, personalities, backgrounds, choices, or beliefs, etc. to avoid any form of discrimination
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners – linked to TRUST school rules
- the importance of self-respect and how this links to their own happiness
- 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
- about different types of bullying (see anti-bullying and behaviour policy), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, harmful, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

Pupils are taught and should know:

- the importance of adopting good online safety practice (see online safety policy)
- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- that using discriminatory language online can be harmful

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

See online safety policy and anti-bullying policy for further detailed information around online safety.

## Being safe

Pupils are taught and should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## Health Education

### Mental wellbeing

Pupils are taught and should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing



- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or
- someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet safety and harms**

Pupils are taught and should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

## **Physical Health and Fitness**

Pupils are taught and should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they

## **Healthy Eating**

Pupils are taught and should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health)

## **Drugs, alcohol and tobacco**

Pupils are taught and should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and Prevention**

Pupils are taught and should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination

### **Basic First Aid**

Pupils are taught and should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head

### **Changing Adolescent Body**

Pupils are taught and should know:

- key facts about puberty and the changing adolescent body particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

### **Sex Education**

Part of our experience of teaching health education comes with difficult questions linked to the menstrual cycle and due to this, we personalised our sex education programme so that pupils are taught, in line with puberty lessons, the following:

- basic scientific facts about how life begins: the role of sex cells and fertilisation (linking to menstrual cycle which is part of the statutory health education)

### **Programme Structure**

Our RSHE curriculum is explicitly taught and also embedded through the PSHE, RE, Science and PE curriculum.

### **TenTen Resources: Life to the Full**

We use 'Life to the Full' to support our teaching of RSHE. We follow the three-stage structure which is repeated across each three different learning stages:

- **EYFS** is aimed at nursery and reception
- **Key Stage One** is aimed at Years 1 and 2\*
- **Lower Key Stage Two** is aimed at Years 3 and 4
- **Upper Key Stage Two** is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSHE Curriculum which are used to support our RSHE curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each module is then broken down into Units of Work.

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

- Religious Understanding
- Me, My Body, My Health
- Emotional Wellbeing
- 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

We complement the teaching of our relationship and health education in 5 and Year 6 with carefully chosen resources to explicitly teach puberty, the male and female reproductive system and the menstrual cycle.

### **Integrated curriculum**

The RSHE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. ***Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.***

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. Governors 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. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

## Roles and Responsibilities

### **Parents**

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSHE with their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents 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 have been consulted about this policy before it was ratified by the governing body. The school will also provide parents with opportunities for consultation on the RSHE programme including during the process of its review and evaluation, and before their child commences the upper key stage 2 unit of work around puberty and the menstrual cycle which takes place in Year 5 and Year 6 and includes the only element of sex education that we teach. They will be able to view the resources used by the school in the RSHE programme. Our aim is that every parent will have full confidence in the school's RSHE policy and programme.

Parents have the **right to withdraw** their children from RSHE except in those elements which are made compulsory by the DFE Statutory Guidance. Should parents wish to withdraw their children, they are asked to notify the school by contacting the Head Teacher, Miss Milivojevic. The school will support parents by providing material to help the children with their learning.

### **Governors**

The Foundation Governors of Catholic schools are appointed by the Bishop, in order to promote and safeguard the Catholic character of the school. Governors will consult on the policy and approve the RSHE policy in accordance with the Catholic character of the school and in line with other policies. Governors will ensure that the policy is made available to parents and ensure that parents know of their right to withdraw their children. Governors will provide an effective system for the monitoring and evaluation of the RSHE policy, programme and resources used. Finally, governors will ensure that the RSHE policy places RSHE within PSHE and provides effective coverage of the relevant National Curriculum subject areas.

### **Head Teacher**

The Head Teacher, Miss Milivojevic, takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Vicariate for Education, and appropriate agencies.

### **RSHE Co-ordinator**

The RSHE co-ordinator, Mrs Cooper, with the Head Teacher, Miss Milivojevic, have 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 Continuing Professional Development (CPD). Miss Hutchinson, in her role as PSHE Coordinator, and members of staff with responsibility for child protection may also offer support.

Responsibility for teaching the specific RSHE programme rests with Mrs Cooper (RSHE Coordinator and SLT), Miss Hutchinson, (PSHE coordinator) Mrs Hodgson (Science Coordinator) and Mrs Hemming (Physical Education Coordinator). Each class teacher will deliver the cohort specific objectives to their own classes.

The RSHE & PSHE co-ordinators 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 and discussion with pupils, staff, governors and parents.

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.

### **Teachers of RSHE**

All teachers should actively contribute to the guardianship of the physical, moral and spiritual well-being of their pupils as well as fostering academic progress. Teachers will be expected to teach RSHE in accordance with the Catholic character of the school, making good use of the Ten Ten Resources programme 'Life to the Full'. Appropriate training will be made available for all staff teaching RSHE.

### **All Staff**

RSHE is a whole school issue. Every member of staff has a duty of care to uphold the dignity of all. 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 relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

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.

### **Outside Agencies and External Staff**

Support and guidance from outside agencies and health professionals will always complement the current RSHE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy and Catholic character, so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' and the diocesan protocol for visitors to Catholic schools.<sup>4</sup>

### **Safeguarding**

There will always be sensitive or controversial issues discussed in RSHE. Children will 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. Where a teacher has any concerns, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### **Appendix 1**

- Life to the Full RSHE Scheme (Ten Ten Resources)
- You, Me and PSHE scheme of work
- Science National Curriculum objectives
- PE National Curriculum objectives
- NSPCC resources

---

<sup>4</sup> Protocol for Visitors to Catholic Schools, CES, Feb. 2011

- CEOP

We also gather additional resources to enhance the above.

## Appendix 2: Statutory Curriculum Requirements

<b>Relationships Education</b>	<b>Relationships and Sex Education</b>	<b>Health Education</b>
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges <sup>7</sup> , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		