



## **St Joseph's Catholic Primary School – Relationships, Health and Sex Education (RHSE) Policy**

### **Mission Statement**

‘Jesus light our way on our faith journey.  
Be our guide, our joy and our hope, as we learn, live, love and play together’.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our intentions about relationships, health and sex education (RHSE).

### **DEFINING RELATIONSHIP AND SEX EDUCATION**

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding 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.”<sup>2</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **STATUTORY CURRICULUM REQUIREMENTS**

Since September 2020 we have been legally required to teach all aspects of RHSE which are set out in the Statutory guidelines for personal, social, health and economic (PSHE) education (DfE, 2019). We are also legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. This policy will be reviewed in the academic year 2026/2027

### **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.

### **AIMS**

As a Catholic school our RHSE curriculum underpins the belief in the unique dignity of the human person made in the image and likeness of God. 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.



All RHSE 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 and support will be provided to help pupils deal with different sets of values. It will also prepare pupils for life in modern Britain.

#### THE INTENT OF RELATIONSHIPS, HEALTH AND SEX EDUCATION WITHIN OUR SCHOOL

We recognise we have a responsibility to provide our children with accurate information about health-related matters, whilst supporting and enabling their physical, moral and emotional development. We provide a curriculum in health and relationship education that is authentic to the Catholic Church's teaching and acknowledges each pupil's stage of physical and sexual development. The curriculum spirals throughout their school life, so this is embedded, reflected upon and differentiated for each child's appropriate stage of development. Children will develop an understanding of the importance of family life, stable and loving relationships, respect, love and care. They will explore what it means to be fully human and be enabled to make moral decisions in conscience. Our pupils will be equipped with the knowledge of what makes a human physically healthy and how their body may change during their lifetime. We create safe spaces for our children to confidently discuss PSHE themes and feel supported and valued in lessons.

Our school practice provides opportunities which reflect the cultural diversity of our school, community and locality.

#### OBJECTIVES OF THE PROGRAMME

To develop the following attitudes and virtues:

- 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;
- Responsibility for their own actions and a recognition of the impact of these on others;
- Celebrating the gift of love;
- Recognising the importance of marriage and family life;

To develop the following personal and social skills:

- Making sound judgements and good choices;
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- Managing emotions within relationships;
- 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;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on relationships;
- The centrality and importance of virtue in guiding human living and loving;
- The physical and psychological changes that accompany puberty;
- How to keep themselves safe.

### OUTCOMES:

#### INCLUSION, EQUAL OPPORTUNITIES AND DIFFERENTIATED LEARNING

We ensure RHSE is sensitive to the different needs of individual pupils in respect of their different abilities, disability, levels of maturity and personal circumstances; for example their own faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons 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.

#### PROGRAMME

The programme used to implement the RHSE curriculum within our school is Life to the Full (Ten:Ten Resources).

Life to the Full is a fully resourced scheme of work in RHSE which embraces and fulfils the statutory curriculum. Taught with a spiral approach to learning, pupils revisit the same topics at an age-appropriate stage through their school life, the programme teaches about;

- Personal health
- Physical and emotional wellbeing
- Strong emotions
- Private parts of the body
- Personal relationships
- Family structures
- Trusted adults
- Growing bodies
- Puberty
- Life cycles
- The dangers of social media



The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - chosen and loved by God.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- brainstorming
- film & video
- group work
- role-play

#### 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, we support parents and carers by providing access to material to be shared with their children at home to help parents/carers to find out more. We will explain our RHSE policy to parents/carers when their children join our school, or whenever material changes to the policy and RHSE programme are made.

Parents will be consulted on this policy. They will be able to view the resources used by the school in the RHSE programme. Our aim is that, at the end of the consultation process, parents and carers will have full confidence in the school's RHSE programme to meet their child's needs.

#### RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RHSE 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, Bullying policy, Safeguarding Policy etc)

#### CHILDREN'S QUESTIONS

The Governors want to promote a healthy, positive atmosphere in which RHSE can take place. Each class will create a 'safe space' contract at the beginning of each academic year which will allow pupils to ask questions freely, be confident that their questions will be answered, or will be supported in finding those answers and be sure that they will be free from bullying or harassment from other children and young people within the school and supported by the school if such events happen outside of the school.



### Controversial or 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 context of the RHSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

### SUPPORTING CHILDREN AND YOUNG PEOPLE 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 a disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### MONITORING AND EVALUATION

The RHSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Date: January 2025

Review: January 2027