

SS John & Monica Catholic Primary School

Relationships, Health and Sex Education Policy



Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

Relationship, Health and Sex Education Policy

Introduction

This policy has been written in accordance with our school Mission Statement, which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential and create a safe working environment where there is mutual respect and trust amongst everyone.

Defining Relationship, Health and Sex 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 developing the pupil’s knowledge and understanding of what it means to be fully human, called to live in the right relationships with self and others and be enabled to make moral decisions in conscience. At SS John and Monica’s, the focus will 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 adults.” This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Rationale

At SS John and Monica’s, we acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship, Health and Sex Education (RHSE), are all underpinned by a theology of relationships.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins our approach to all education in our school. Our approach to RHSE, therefore, is rooted in the Catholic Church’s teaching of the human person and presented positively and prudently. Stemming from this vision of what it means to be human, we seek to educate the whole child spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales, and as advocated by the DfE, all Relationship and Sex education in our school will be firmly embedded in the Religious Education framework, which is concerned primarily with nurturing the human wholeness of our pupils.

All RHSE will be in accordance with the Church’s moral teaching. It will emphasise the importance of the Sacrament of marriage and the family while acknowledging that all pupils have a fundamental right to have their lives respected regardless of their household. Support will be provided to help pupils deal with different sets of values.

Aims of RHSE

- To promote the appreciation and development of attitudes and values which are truly gospel-inspired, e.g., love, truth, justice, freedom, integrity and reconciliation
- To encourage pupils’ growth in self-respect, acknowledging we are all created in the image and likeness of God
- To help pupils understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people
- To help pupils develop an understanding that love is the central basis of relationships
- To provide, appropriate to age and ability, complete and accurate knowledge and understanding of relationships
- To make pupils aware of contemporary perspectives about relationships and life in a variety of family situations but to understand the views of the Catholic Church

- To enable pupils to develop personal and social skills: to be confident in the right relationships, to keep them safe from harm and to protect them from exploitation
- To work with families to create a safe and supportive network for pupils to examine their thoughts and ask questions
- To prepare pupils to play an active role as citizens and to understand the Catholic Vision of what it means to be citizens of the Kingdom of God
- To ensure that pupils are prepared for puberty
- To offer sex education in the broader context of relationships
- To help pupils to develop a healthier, safer lifestyle

Delivery of Relationships, Health and Sex Education

RHSE is taught through our school lifestyle and through the Ten:Ten Life to the Full Programme, the subjects of Religious Education, Science, and PSHE, and through a cross-curricular, integrated approach as a fundamental part of the Catholic Life of the school.

All elements of PSHE and Citizenship, whilst non-statutory at Key Stage 1 and 2, are covered. Significant aspects of Relationship and Sex Education remain part of the National Curriculum for Science. These will be taught to all pupils. *(Parents are unable to withdraw pupils from such lessons.)*

Key Stage 1 (5-7)

- *That humans move, feed, grow, use their senses and reproduce;*
- *To name the main external parts of the body;*
- *That humans grow from babies into children and then into adults, and that adults can produce babies;*
- *To recognise similarities and differences between themselves and other pupils*

Key Stage 2 (7 – 11)

- *That the life processes common to humans and all animals include nutrition, growth and reproduction*
- *The main stages of the human life cycle.*

Statutory guidance Sept 2020 states that:

By the end of Primary School

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • families are important for children growing up because they can give love, security, and stability. • the characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, and 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. However, 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.
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	<ul style="list-style-type: none"> • that marriage¹³ represents a formal and legally recognised commitment of two people to each other, intended to be lifelong. • how to recognise if family relationships make them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how meaningful friendships are in making us feel happy and secure and how people choose and make friends. • the characteristics of friendships include 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 and do not make others feel lonely or excluded. • that most friendships have ups and downs, which can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship makes them feel unhappy or uncomfortable, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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 (including cyberbullying), 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, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p>

	<ul style="list-style-type: none"> ● 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. ● 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> ● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● about the concept of privacy and its implications for both children and adults, including the fact 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 can they 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. ● Where to get advice, e.g., from family, school, and/or other sources.

We acknowledge that every area of school life can potentially contribute to RHSE as the school, of its very nature, operates through positive human relationships. We recognise, value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Teachers will use their professional judgment when addressing issues in RHSE. They will carefully consider the pupils' wide and varied experiences and backgrounds.

We operate a whole school approach to RHSE through the Ten: Ten Life to the Full programme. This programme has been approved by the Bishops of England and Wales and approved and recommended by the Christian Education Department of Liverpool Archdiocese. It teaches these main aims:

- our journey begins at the moment of our conception
- God is at the heart of love
- Puberty can be an extremely confusing time for children; our message will be that *even in*

this confusion, God is there

- The sacrament of marriage publicly declares the commitment of each spouse to the other permanently and that it is a God-given gift.

The programme is made up of four areas:

- Physical
- Social
- Emotional
- Intellectual

Each of these areas is broken down into the following:

- Activities
- Pause and reflect
- Prayer

Ten:Ten Life to the Full Programme

The programme for each year band is as follows:

Reception-God loves each of us in our uniqueness

Children know and understand that God has made them unique, and although we are all different, we are all unique to Him

- Discuss how we are different from one another
- Identify who they play with and what they enjoy doing
- Look at the different types of friends they have
- Describe how to be a good friend
- Recognise that Jesus is our friend

Year 1 -We meet God's love in our family

Children know and understand that they are growing and developing as members of their own family and God's family:

- Talk about who is in their family
- Talk about how fast babies change and grow
- Look at happy and sad moments within a family
- How love is shown in a family
- Know that we are members of God's family

Year 2- We meet God's love in the community

Children know and understand that they are growing and developing in a God-given community:

- What is community?
- Explore school as a community
- How we can contribute to the community
- As children of God, how we should help each other

Year 3- How we live in love

Children know and understand that the virtues essential to friendship, e.g. loyalty, responsibility and experience the importance of both forgiving and being forgiven and celebrating God's forgiveness:

- Who cares for us at home, school, parish and community
- How we keep safe
- How we take care of others
- How we feel if friendships are not working
- How we can forgive and include others as Jesus did

Year 4- God loves us in our differences

Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change:

- Recognise all pupils grow and develop at a different rate
- Identify the development of the baby in the womb
- Look at how pupils appreciate their own and other's gifts, talents, achievements and all that makes us unique
- St Paul's teaching on love

Year 5- God loves me in my changing and development

Children know and become aware of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives:

- Identify and celebrate the ways I have changed since birth
- Discuss the external and internal changes which happen to boys and girls in puberty
- Recognise behaviour changes as we grow up
- Identify the physical changes from child to adult means the ability to become a mother or father
- Reflect on ways to become more sensitive to the emotional development of oneself and others

Year 6-The wonder of God's love in creating new life

Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God:

- Explain how human life is conceived
- Recognise male and female reproductive organs
- Know that sexual intercourse occurs between husband and wife
- Understand how a child grows within the mother's womb
- Understand that God causes new life to begin through the love that parents have for each other
- Celebrate God's creative love in creating us as his children

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 were consulted before this policy was ratified by the governors with the adoption of the Ten:Ten programme. They are able to view the resources used by the school in the RSHE programme via school website under the Catholic Life section.

Parents 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 Head teacher. The school will provide support by providing material for parents to help the children with their learning.

Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A document of the process will be kept.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will be explained. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher, although it is recognised that the effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Safeguarding Procedures

The school has procedures to deal with any child protection issues. Staff will pass on any concerns of this nature to the Designated Safeguarding Lead who will deal with them in line with the school Safeguarding Policy.

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 'Ten:Ten Life to the Full' programme. The programme will deal with these issues sensitively, in a broad and balanced way, free from sensationalism and personal bias, at a level appropriate to the needs and experience of pupils. Account will be taken of different viewpoints. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Pupils will be made aware of both Church teaching and the law as they relate to the issues.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Physical Health and Mental Wellbeing by the end of Primary School

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● 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
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	<p>important for children to discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> • 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 are worried about their health.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.

	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> 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 allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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 injuries.

Assessment

The Ten:Ten Life to the Full programme of study has an assessment activity associated with each unit of work, these activities will provide evidence that the outcomes of the programme are being achieved. Each assessment activity will be completed at the beginning of each lesson and completed again at the end of the lesson to assess whether learning has taken place. This assessment must be kept in a folder as evidence and used to inform planning for the next lesson.

Roles and Responsibilities

Responsibility

Responsibility for the RHSE programme rests with the Governing Body of SS John and Monica Catholic Primary School. The Head teacher carries delegated responsibility and is supported in the oversight of the programme and all staff carry responsibility for implementing the programme.

Governors

- Ensure that the policy is available to parents

- Ensure that the policy is in accordance with other whole school policies e.g. SEND, the ethos of the school and our Christian beliefs
- Ensure that parents know of their right to withdraw their children from RHSE elements that are not part of the Nationally agreed Science curriculum
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used to ensure the programmes follow Diocesan principles and reflects the Church's teaching.
- Ensure that the policy provides proper and adequate coverage of Government Statutory Guidance for RSE and Health Education (Sept 2020) and relevant National Curriculum science topics

Teachers

- Teach a RHSE curriculum based on Church Teaching, School Policy and the Science Outcomes expected at KS1 and KS2
- Advise governors on content and organisation of the Relationships Education programme
- Develop suitable procedures for dealing with parental requests for withdrawal
- Contribute to reviewing existing provision
- Use professional skills in developing the curriculum
- Draw on help and guidance from relevant sources, e.g. health professionals, Visiting PHSE speakers
- Participate in monitoring and evaluating Relationship Education

Parents

Reflecting the attitude of the Church, SS John and Monica's recognises that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task.
- Parents are consulted and kept informed of the Relationships and Sex Education Programme; its contents, evaluation and review and any subsequent

Monitoring and Evaluation

The Head Teacher, RE Lead and PSHE Lead 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 by means of pupil, staff and parent questionnaires. The results of the evaluation will 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.

July 2024

To be Reviewed: July 2026