

St Aidan's Catholic Primary School

"Living and growing in Christ"

Relationships, Sex and Health Education Policy



Drafted by:	Head of School
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1. Definition

The DFE guidance defines RSHE 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 about the development of the pupil’s knowledge and understanding of her or him as a sexual being, 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

2. Statutory Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE go further.

3. 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 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 relationship 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, 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. 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.

4. 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.

5. Aims

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour 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 children and young people 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.

6. Objectives

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 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;

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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships;
- 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 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

7. Inclusion and Differentiate 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.

8. 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.

9. Broad Content

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 relationships and sex curriculum.

Our programme is delivered through the Catholic charity Ten:Ten resource "Life to the Full".

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

10. 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 must be consulted before this policy is ratified by the governors.

They will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents have the **right to withdraw** their children from RSHE 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.

11. 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 RSHE programme that offers 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. 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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

12. Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the individual class teachers.

However, 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, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

13. External Visitors

Our school will infrequently call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session.

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

14. Other Roles and Responsibilities regarding RSHE

Governors

- Draw up the RSHE 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, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor 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 setting of RSHE within PSHE.

Head Teacher

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 and the Local Education Authority, also appropriate agencies.

PSHE/RSHE Co-ordinator

The co-ordinator 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. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

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.

15.Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They 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.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. 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 RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions 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 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. 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.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils 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. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

16. Monitoring and Evaluation

The RSHE Leader 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.

Appendix: Programme Overview

Units and teaching sessions to be delivered in RSHE/PSHE	
Term	<p>Reception</p> <p>Text in red indicates links with Come and See</p> <p>Text in purple indicates events which support teaching of RHE</p> <p>Text in green is taken from the PSHE add on to Life to the Full</p>
Autumn 1	NSPCC Speak out Stay SAFE
Autumn 2	Story Sessions: Handmade With Love Friendship week/ Anti bullying
Spring 1	Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? Safer internet day
Spring 2	Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Friends (Reconciliation- Summer term)
Summer 1	Session 1: Growing Up Growing (Lent/EasterSpring term)
Summer 2	Session 1: God is Love Session 2: Loving God, Loving Others Session 1: Me, You, Us

Term	Year 1	Year 2
Autumn 1	KS1.1.1 Let the Children Come KS1.2.1.1 God Loves You Belonging Y1 Signs and symbols Y2 (Baptism- Autumn Term)	KS1.1.1 Let the Children Come Belonging Y1 Signs and symbols Y2 (Baptism- Autumn Term)
	NSPCC Speak out Stay SAFE	NSPCC Speak out Stay SAFE
Autumn 2		
	Friendship week/ Anti bullying	Friendship week/ Anti bullying
Spring 1	KS1.2.2.1 Special People Families Y1 (Domestic Church Autumn term)	KS1.1.2.1 I Am Unique (Me) Beginnings Y2 (Domestic Church- Autumn term)
	KS1.2.2.2 Treat Others Well...	KS1.1.2.2 Girls and Boys (My Body) Genitalia
	KS1.2.2.3 ...And Say Sorry Being Sorry Y1 Rules Y2 (Reconciliation summer Term) Holidays and Holydays Y1 Spread the word Y2 (Pentecost Summer term)	version KS1.1.2.3 Clean and Healthy (My Health)
	Safer internet day	Safer internet day
Spring 2	KS1.2.3.1 Being Safe	KS1.1.3.1 Feelings, Likes and Dislikes
	KS1.2.3.2 Good Secrets and Bad Secrets	KS1.1.3.2 Feeling Inside Out
	KS1.2.3.3 Physical Contact	KS1.1.3.3 Super Susie Gets Angry Being Sorry Y1 Rules Y2 (Reconciliation Summer term)
	KS1.2.3.4 Harmful Substances	
	KS1.2.3.3 Can You Help Me?	
Summer 1	KS1.3.1.1 Three in One	KS1.1.4.1 The Cycle of Life Change Y1 (Lent/Easter Spring term)
	KS1.3.1.2 Who Is My Neighbour? Special People Y1 Books Y2 (Local church Spring term) Neighbours Y1 (Universal Church- Summer term)	KS1.3.1.1 Three in One
		Change is all around + classroom shorts
Summer 2	KS1.3.2.1 The Communities We Live In Special People Y1 Books Y2 (Local church Spring term) Neighbours Y1 (Universal Church- Summer term)	KS1.3.1.2 Who Is My Neighbour? KS1.3.2.1 The Communities We Live In Special People Y1 Books Y2 (Local church Spring term) Neighbours Y1 (Universal Church- Summer term)
	Who will I be + classroom shorts	Needs and wants +classroom shorts

Term	Year 3	Year 4
Autumn 1	LKS2.1.1 Get Up	LKS2.1.1 Get Up
	LKS2.1.1.1 The Sacraments	
	NSPCC Speak out Stay SAFE	NSPCC Speak out Stay SAFE
Autumn 2	LKS2.2.1 Jesus My Friend Choices Y3 Building Bridges Y4 (Reconciliation Summer Term)	
	Friendship week/ Anti bullying	Friendship week/ Anti bullying
Spring 1	LKS2.2.2.1 Family, Friends and Others Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Homes Y3 People y4 Domestic Church Autumn Term) Energy Y3 New Life Y4 (Pentecost-Summer term) Giving and receiving Y4 Eucharist Spring term	LKS2.1.2.1 We Don't Have To Be The Same Homes Y3 People Y4 (Domestic Church- Autumn term) Other Faiths units
	LKS2.2.2.2 When Things Feel Bad	LKS2.1.2.2 Respecting Our Bodies
	Safer internet day	Safer internet day
Spring 2	LKS2.2.3.1 Sharing Online	LKS2.1.3.1 What Am I Feeling?
	LKS2.2.3.2 Chatting Online +classroom shorts	LKS2.1.3.2 What Am I Looking At?
	LKS2.2.3.3 Safe in my body (physical contact) This reinforces the NSPCC Shout out stay safe messages. +classroom shorts	LKS2.1.3.3 I Am Thankful! Y4 Community – Local church (Spring Term)
	LKS2.2.3.4 Drugs, Alcohol and Tobacco	
	LKS2.2.3.5 First Aid Heroes	
	Rights and responsibilities +classroom shorts	
Summer 1	LKS2.3.1.1 A Community of Love LKS2.3.1.2 What is the Church? Journeys Y3 Community Y4 (Local Church- Spring term) Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Special Places Y3 God's People Y4 (Universal Church- Summer term) Called Y4 Baptism/Confirmation-Autumn term	LKS2.1.4.1 Life Cycles Visitors Y3 Advent Autumn Term Big changes, Little changes + classroom shorts
Summer 2	LKS2.3.2.1 How Do I Love Others? Journeys Y3 Community Y4 (Local Church- Spring term) Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Special Places Y3 God's People Y4 (Universal Church- Summer term) Called Y4 Baptism/Confirmation-Autumn term	LKS2.3.1.1 A Community of Love LKS2.3.1.2 What is the Church? LKS2.3.2.1 How Do I Love Others? Journeys Y3 Community Y4 (Local Church-Spring term) Called Y4 Baptism/Confirmation-Autumn term Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Special Places Y3 God's People Y4 (Universal Church- Summer term)
	Working together +classroom shorts	Money matters+ classroom shorts

Term	Year 5	Year 6
Autumn 1	UKS2.1.1 Calming the Storm Freedom and Responsibility Y5 (Reconciliation- Summer term) Ourselves Y5 Loving Y6 (Domestic Church- Autumn term)	UKS2.1.1 Calming the Storm Freedom and Responsibility Y5 (Reconciliation- Summer term) Ourselves Y5 Loving Y6 (Domestic Church- Autumn term)
	UKS2.2.1.1 Is God Calling You? Life Choices Y5 Vocation and Commitment Y6 (Baptism/ Belonging- Autumn term)	
	NSPCC Speak out Stay SAFE	NSPCC Speak out Stay SAFE
Autumn 2	LKS2.1.2.3 What is Puberty? Y4 unit	
	LKS2.1.2.4 Changing Bodies Y4 unit	
	LKS2.1.2.5 Boy/Girl Discussion Groups Y4 unit	
	Friendship week/ Anti bullying	Friendship week/ Anti bullying
Spring 1	UKS2.2.2.1 Under Pressure	UKS2.1.2.1 Gifts and Talents Ourselves Y5 (Domestic Church- Autumn term)
	UKS2.2.2.2 Do You Want a Piece of Cake?	UKS2.1.2.2 Girls' Bodies
	UKS2.2.2.3 Self-Talk	UKS2.1.2.3 Boys' Bodies
		UKS2.1.2.4 Spots and Sleep
		UKS2.1.3.1 Body Image
	Safer internet day	Safer internet day
Spring 2	UKS2.2.3.1 Sharing Isn't Always Caring	UKS2.1.3.2 Funny Feelings
	UKS2.2.3.2 Cyberbullying +classroom shorts	UKS2.1.3.3 Emotional Changes Death and New Life Y6 (Lent/Easter-Springterm)
	UKS2.2.3.3 Types of Abuse +classroom shorts	UKS2.1.3.4 Seeing Stuff Online
	UKS2.2.3.4 Impacted Lifestyles +classroom shorts	UKS2.1.4.1 Making Babies (Part 1)
	UKS2.2.3.5 Making Good Choices	UKS2.1.4.2 Making Babies (Part 2) May be omitted
	UKS2.2.3.6 Giving Assistance	UKS2.1.4.3 Menstruation UKS2.1.4.4 Hope beyond death Coping with change + classroom shorts
Summer 1	UKS2.3.1.1 Trinity House Other faiths weeks	Build others up + classroom shorts UKS2.3.1.1 Trinity House Other faiths weeks
	UKS2.3.1.2 Catholic Social Teaching Other faiths weeks	UKS2.3.1.2 Catholic Social Teaching Other faiths weeks
	Unit 2 UKS2.3.2.1 Reaching Out	Unit 2 UKS2.3.2.1 Reaching Out
Summer 2		
	The world of work +classroom shorts	Money and me + classroom shorts