**A blue shield with a crown and a cross

AI-generated content may be incorrect.St Oswald’s Catholic Primary School**

**Love Jesus**

**Love Learning**

**Love Each Other**

**“We are a learning community promoting the Gospel values of mutual trust, care and respect”**

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**Relationship, Sex and Health Education (RSHE) Policy 2025-26**

**“We are a learning community promoting the Gospel values of mutual, trust, care and respect”**

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows guidelines and practices that are stated and outlined in St. Oswald’s Equality Scheme.

**‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’**

**(John:10.10)**

Rationale

We are involved in Relationship, Sex and Education (RSE) 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 RSE 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. RSE, 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 (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE 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 Relationship, Sex and Health Education 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. It will also prepare pupils for life in modern Britain.

Aims

St Oswald’s Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today’s world.

Our School’s mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource ‘Journey In Love’ (2020) we believe that we can promote the development of the whole child, so that children can grow in *virtue,* *wisdom and stature,* understanding both theemotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life (See appendix 4 for summary grid).

The other aspects of the Statutory curriculum intent will be met by Come and See/RED, Science curriculum, NSPCC - Talk Pants, No Outsiders and relevant PSHE association resources.

Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Our Lady and All Saints Catholic Primary School are to:

Provide a framework in which sensitive discussions can take place.

* Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
* Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
* Create a positive culture around issues of sexuality and relationships.
* Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At St Oswald’s Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Completed by Shaun Kearon, (Headteacher) and Clare Cook (RSHE/PSHE subject leader) Advice of Liverpool Archdiocese followed.

1. Staff consultation – This took place at a staff meeting (March 2024) where all school staff were given the opportunity to look at and discuss the policy ensuring that they had a full knowledge and understanding of the contents.

1. Parent/stakeholder consultation – parents and any interested parties were invited to complete an online questionnaire which has been considered in the development of this policy.

1. Pupil consultation – we have talked to pupils about what they want from their Relationship Sex and Health Education.

1. Ratification – amendments have been made and the policy was shared with governors and ratified.

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource ‘Journey In Love’ 2nd Edition 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We use the KAPOW Scheme of Work to ensure that we provide a curriculum appropriate to the needs of our pupils. All statutory aspects will be covered through a combination of PSHE Association resources, Come and See/RED Curriculum (KS1/2), Science Curriculum (KS1/ KS2), NSPCC - Talk Pants and Safer Internet Week

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Delivery of Relationship, Sex and Health Education (RSHE

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

* Families and people who care for me.
* Caring friendships.
* Respectful relationships.
* Online relationships.
* Being safe.

These areas of learning are taught within the context of ‘family life’ and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

**Roles and Responsibilities**

Roles and Responsibilities

# The Governing Body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

# The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

# Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

* Delivering RSHE in a sensitive way which complies with Church teaching.
* Modelling positive attitudes to RSHE.
* Monitoring progress.
* Responding to the needs of individual pupils.
* Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory components of RSE.

# Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

Parents Right to Withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within ‘Journey In Love,’ the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Monitoring Arrangements

The delivery of RSHE is monitored by Clare Cook (PSHE/RSHE subject leader) by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils’ development in RSE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

Resources

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| --- | --- |
| The PSHE Association [www.pshe-associsation.org.uk](http://www.pshe-associsation.org.uk) | |
| **CEOP – National Crime Agency Command** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) | |
| Early Years Foundation Stage | Journey in Love 1st Edition  Journey In Love 2nd Edition 2020  The Underwear PANTS Rule[www.nspcc.org.uk](http://www.nspcc.org.uk/) |
| Key Stage 1 | Journey in Love 1st Edition  Journey In Love 2nd Edition 2020 |
| Key Stage 2 | Journey in Love 1st Edition  Journey In Love 2nd Edition 2020 |

Spoken Language

The national curriculum reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their religious vocabulary. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. At St. Benedict’s, children are encouraged to use topic-specific vocabulary.

Science

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| --- | --- |
| Early Years Foundation Stage | children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others. |
| Key Stage 1 | * That animals, including humans, move, feed, grow and use their senses and reproduce * To recognise and compare the main external parts of the bodies of humans * That humans and animals can reproduce offspring and these grow into adults * To recognise similarities and differences between themselves and others * To treat others with sensitivity |
| Key Stage 2 | * That the life processes common to humans and other animals including nutrition, growth and reproduction * About the main stages of the human life cycle |

Computing

At St. Oswald’s Catholic Primary School, the role of technology in RSHE is to motivate and engage children and support children in communicating their ideas. Children from Reception through to Year Six, regularly use ICT hardware (including iPads, netbooks, websites etc.) to further their understanding and application of themes. ICT is used, effectively and purposefully, to demonstrate children’s learning throughout lessons.

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| **DISCUSSED AND AGREED BY RELEVANT STAFF** | **Sept 2024** |
| **DISCUSSED AND AGREED BY GOVERNING BODY** | **Sept 2024** |
| **MONITORING AND EVALUATION** | **Ongoing** |
| **REVIEW DATE(S)** | **Reviewed 13.12.19**  **Reviewed 21.09.20**  **Reviewed 14.09.21**  **Reviewed 12.09.22**  **Reviewed 15.09.23**  **Reviewed 1.09.25** |

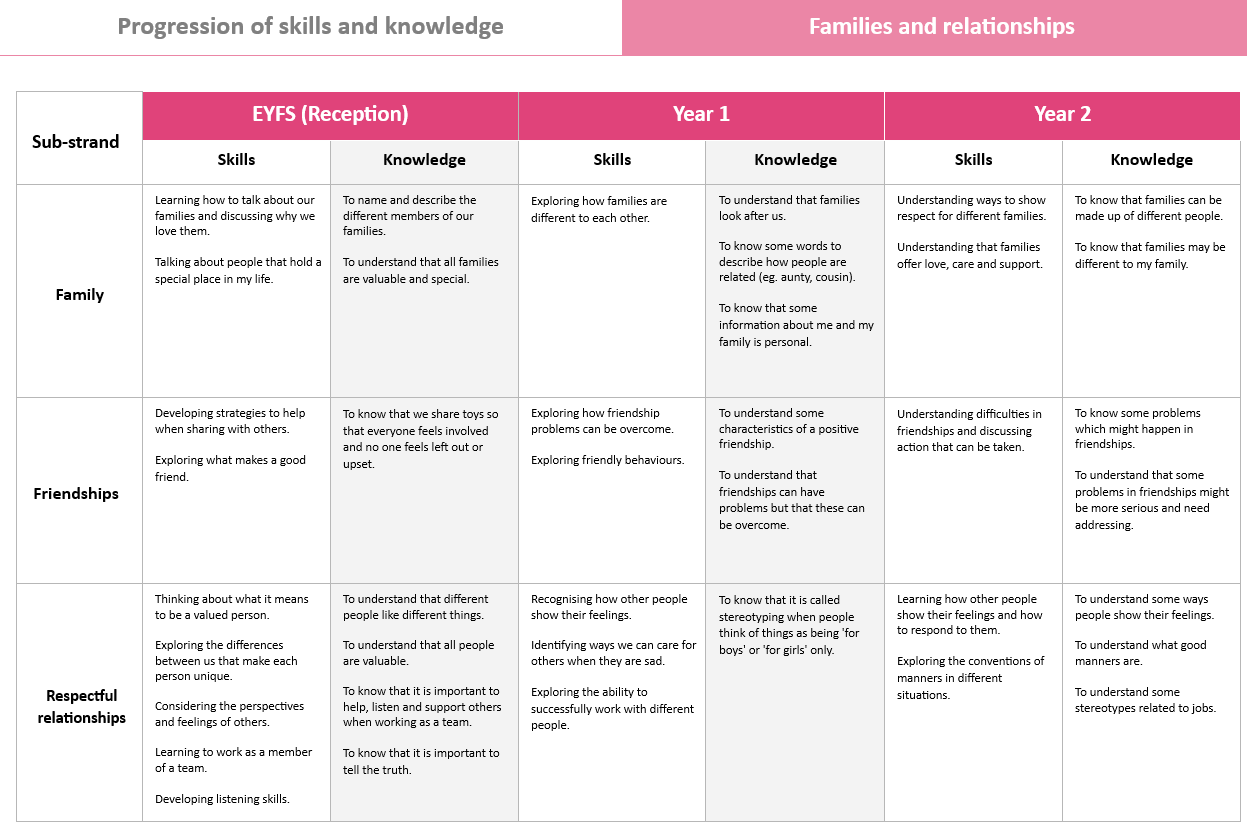
Appendix

* Journey in Love Summary Grid
* KAPOW – progression of skills and knowledge

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| --- | --- | --- | --- | --- |
| **Journey In Love** | | | | |
|  | **Themes** | **Social and Emotional** | **Physical** | **Spiritual** |
| **EYFS** | **The wonder of being special and unique** **Aim**: To explore the wonder of being special and unique.  Children begin to know and understand that they are part of the wonder of God’s love and creation.  **Key words**: God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special womb, describe, friends, generous, worried, Baptism | To recognise being a special person in my family. | To recognise that we are all different and unique. | To celebrate the joy of being a special person in God’s family. |
| **Year 1** | **We meet God's love in our family**  **Aim**: To focus on families and specially growing up in a loving, secure and stable home.  **Key words**: unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbows, penis, vagina, vulva, bottom, anus, legs, knees, ankles, feet, toes. | To recognise signs that I am loved in my family. | To recognise how I am cared for and kept safe in my family. | To celebrate ways that God loves and cares for us |
| **Year 2** | **We meet God’s love in the community**  **Aim**: To describe how we are growing and developing in diverse communities that are God given.  **Key words**: community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal. | To recognise the joy and friendship of belonging to a diverse community. | To describe ways of being safe in communities. | To celebrate ways of meeting God in our communities. |
| **Year 3** | **How we live in love**  **Aim**: To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.  **Key words**: community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful. | To describe and give reasons how friendships make us feel happy and safe. | To describe and give reasons why friendships can break down, how they can be repaired ad strengthened. | To celebrate the joy and happiness of living in friendship with God and others. |
| **Year 4** | **God love us in our differences**  **Aim**: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change.  **Key words**: God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity. | To describe how we all should be accepted and respected. | To describe how we should treat others making links with the diverse modern society we live in. | To celebrate the uniqueness and innate beauty of each of us. |
| **Year 5** | **God loves us in our changing and developing**  **Aim**: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives.  **Key words**: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, period | To show knowledge and understanding of emotional relationship changes as we grow and develop. | To show knowledge and understanding of the physical changes in puberty. | To celebrate the joy of growing physically and spiritually. |
| **Year 6** | **The wonder of God's love in creating new life**  **Aim**: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.  **Key words**: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée | To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. | To explain how human life is conceived | To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships. |

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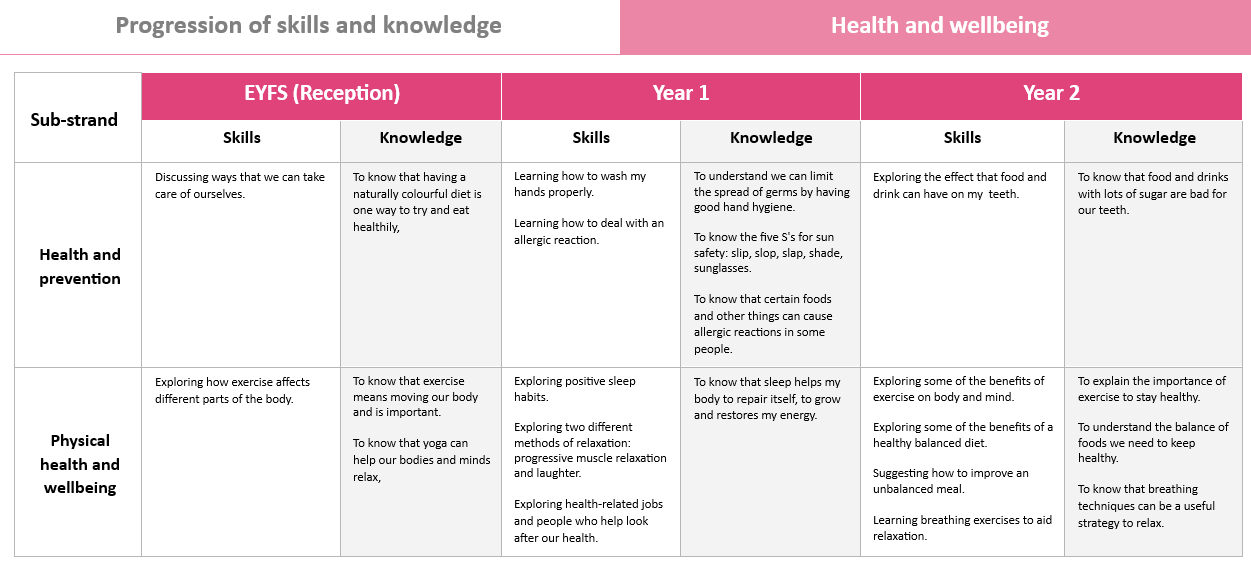
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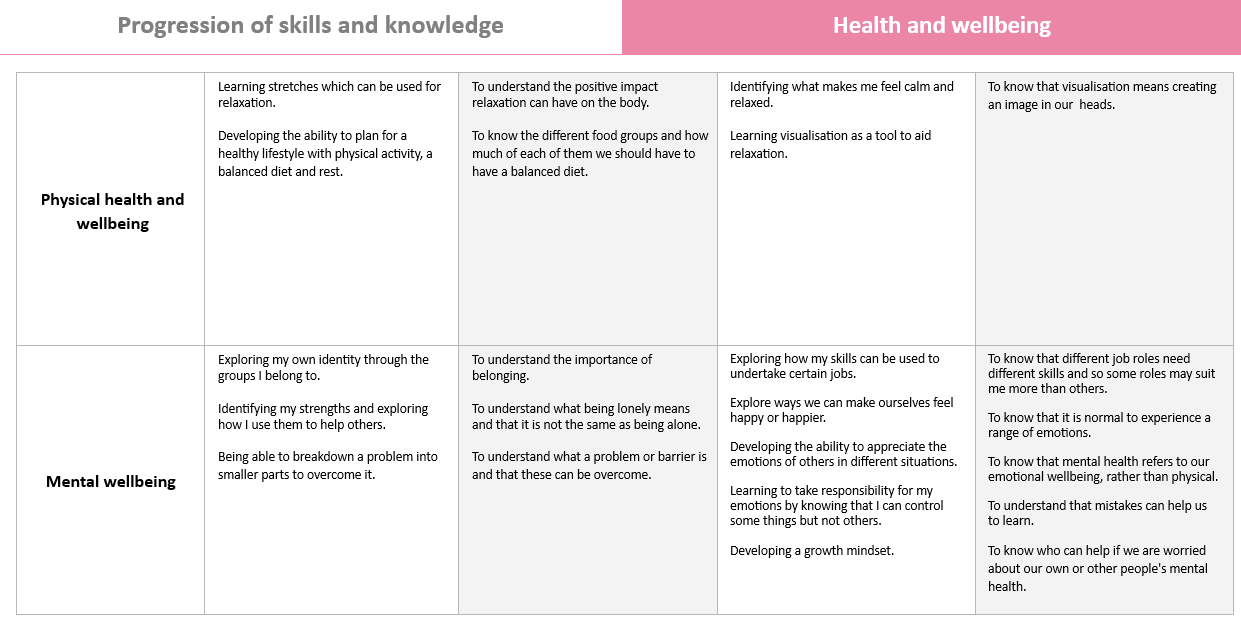
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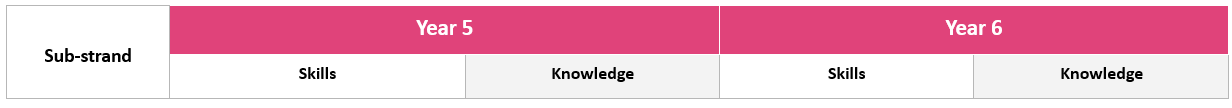
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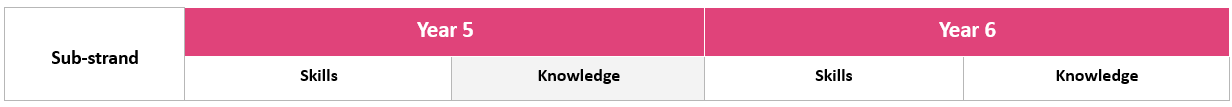
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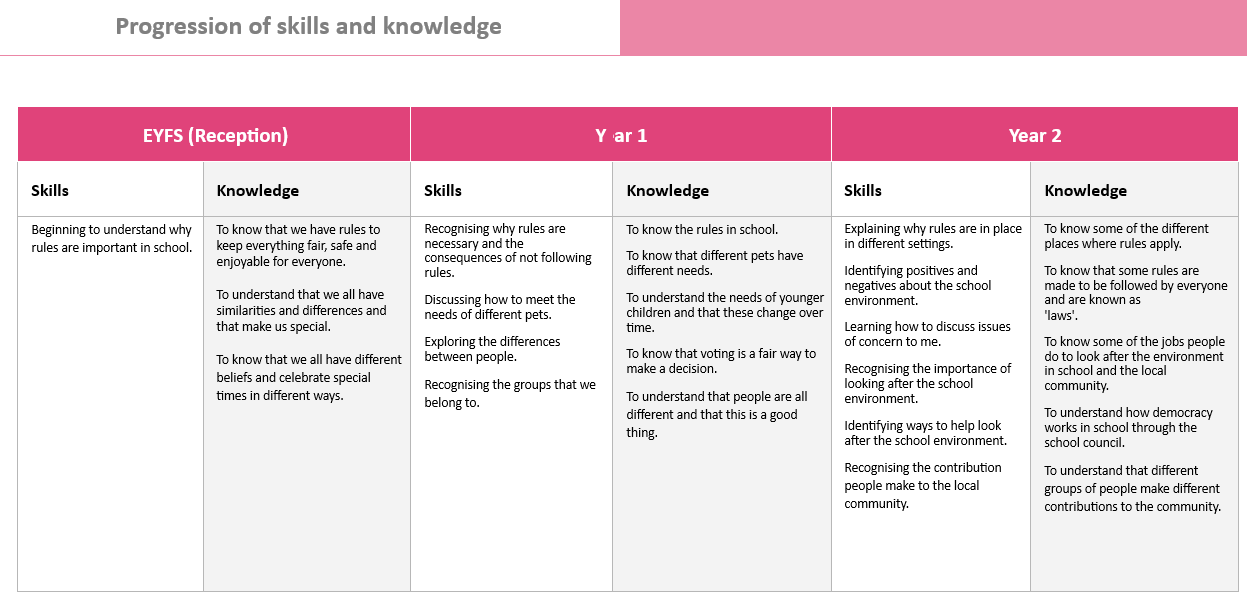
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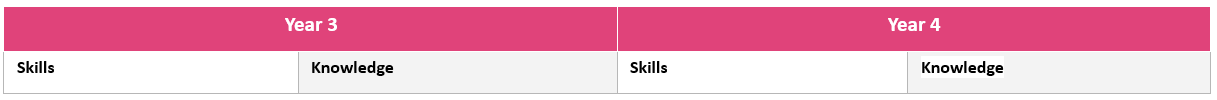


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