



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

Relationships, Sex and Health Education
Policy.

“Christ is the Centre of St Patrick’s
School, where we live, love and learn
together.”

St Patrick's Catholic Primary School policy for Relationships Education, Relationships and Sex Education and Health Education

School Mission Statement

"Christ is the Centre of St Patrick's School, where we live, love and learn together."

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationships and Sex Education and Health Education 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.

Consultation

This policy has been produced in consultation with staff and parents/carers.

St Patrick's RSHE curriculum has been designed in collaboration with pupils, staff, parents and governors. Following attending the Diocesan Ten:Ten 'Life to the Full' training, the RSHE Coordinator consulted with staff and reviewed the RSHE curriculum content. A link to the online parents portal on the Ten:Ten website was given to parents and an online questionnaire (which covered the content of the 'Life to the Full' programme and the RSHE curriculum) was given to parents. This consultation was repeated in May 2022.

Rationale

'I have come that you might have life and have it to the full'
(John 10.10)

We are involved in Relationships Education, Relationships and Sex Education and Health 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 Relationships Education, Relationships and Sex Education and Health Education 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. Relationships Education, Relationships and Sex Education and Health Education, 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, Relationships Education, Relationships and Sex Education and Health Education will be firmly embedded in the Relationships and Health 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 Relationships Education, Relationships and Sex Education and Health Education 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.

Aim of Relationships Education, Relationships and Sex Education and Health Education

In partnership with parents, we aim to provide children with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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 bodies;
- responsibility for one's 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 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;
- managing emotions within relationships including when relationships break down;
- 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;

³ *Gravissimum Educationis* 1

To develop the following knowledge and understanding:

- 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, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation; (Parents may withdraw their child from this aspect of the curriculum)

These aims are addressed through the 'Life to the Full' programme.

Life to the Full is a fully resourced scheme of work in RSHE for Catholic primary schools which embraces and fulfils the new statutory curriculum. St Patrick's RSHE curriculum is taught with a spiral approach to learning in which pupils will revisit the same topics at an age-appropriate stage through their school life. The programme includes teaching about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Inclusion and Differentiated learning

We will ensure Relationships Education, Relationships and Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances 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. These questions will be responded to in the context of the school's inclusion policy.

Statutory Curriculum Requirements

We are required to teach those aspects of Relationships Education, Relationships and Sex Education and Health Education which are statutory parts of National Curriculum Science. We are required to teach Relationships and Health Education

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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of Relationships Education, Relationships and Sex Education and Health Education

Three aspects of Relationships Education, Relationships and Sex Education and Health Education - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; cross-curricular Relationships and Health approach and a discreet Relationships Education, Relationships and Sex Education and Health Education curriculum.

Programme / Resources

The main Relationships and Health Education programme will be Life to the Full produced by Ten:Ten Resources.

The Primary Curriculum framework for Relationships Education, Relationships and Sex Education and Health Education will be followed which is cross curricular (see appendix).

Assessment of Relationships Education, Relationships and Sex Education and Health Education

Relationships and Health Education will be assessed in each unit using the suggested assessment activities in the Life to the Full programme.

Parents and Carers

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of any revision of the Relationships Education, Relationships and Sex Education and Health Education programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the Relationships Education, Relationships and Sex Education and Health Education programme will be made available each year for parents/carers to view.

Parents have *the right to withdraw* their children from Relationships Education, Relationships and Sex Education and Health Education excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

Teaching the Programme

Class teachers have the responsibility for teaching the Relationships Education, Relationships and Sex Education and Health Education curriculum.

On some occasions adults from other agencies will be used to deliver some aspects of Relationships Education, Relationships and Sex Education and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

⁴ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Other Roles and Responsibilities regarding Relationships Education, Relationships and Sex Education and Health Education

Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education within relationships and Health Education.
- Ensure that the school policy and teaching is compliant with the guidance issued by the Diocesan Department for Education 2019

Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

Relationships Education, Relationships and Sex Education and Health Education Coordinator

The coordinator with the headteacher 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 Relationships Education, Relationships and Sex Education and Health Education and the provision of in-service training.

All Staff

Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships Education, Relationships and Sex

Education and Health Education. 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.

Children's questions

The governors want to promote a healthy, positive atmosphere in which Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education. 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 Relationships Education, Relationships and Sex Education and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationship Education, Relationships and Sex Education and Health Education ,Sections 63 and 64 'Managing Difficult Questions' DfE February 2019, for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which Relationships Education, Relationships and Sex Education and Health Education takes place. Effective Relationships Education, Relationships and Sex Education and Health Education 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 Safeguarding Lead.

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 Relationships Education, Relationships and Sex Education and Health Education 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 circumstance they would have to inform others, e.g. parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and review of the policy

The Relationships Education, Relationships and Sex Education and Health Education Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils' work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed two years by the headteacher, Relationships Education, Relationships and Sex Education and Health Education coordinator, the governing body and staff. The next review date is May 2024.

Programme and Resources used for Relationships and Health Education

From Reception to Year 6, we will be following 'Life to the Full', produced by Ten:Ten Resources, a fully-integrated and holistic programme.

Life to the Full follows a three-stage structure which is repeated across Key Stage 1, Lower key stage 2 and Upper Key Stage 2. Within each of these stages there are three modules:

- 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

Units:

1. Religious Understanding
2. Me, my body, my health
3. Emotional well-being
4. Life Cycles

Module 2: Created to Love Others

Units:

1. Religious Understanding
2. Personal relationships
3. Keeping Safe

Module 3: Created in Live in Community

Units:

1. Religious Understanding
2. Living in the Wider World

Module 1: Created and Loved by God

This explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps the children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Early Years Foundation Stage sessions explore:

- Our uniqueness including celebrating difference and individual gifts, talents and abilities
- Looking after and using our bodies
- The necessity of when and how to say sorry in relationships
- Jesus's forgiveness
- Growing up as God's plan for us

Key Stage One sessions explore:

- That we are uniquely made by a loving God
- We have differences and similarities (including physical differences between boys and girls)
- Key information about staying physically healthy
- Understanding feelings and emotions including strong feelings such as anger
- Life cycle from birth to old age

Lower Key Stage Two sessions explore:

- Understanding differences
- Respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional well-being including practising thankfulness

- The development of pupils understanding of life before birth

Upper Key Stage Two sessions explore:

- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girl and boys' bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional well-being (including teaching on pornography)
- Understanding of life in the womb and how babies are made
- Menstruation

Module Two: Created to Love Others

This explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships and teaches strategies for developing healthy relationships and keeping safe.

Early Years Foundation Stage sessions explore:

- Expanding their vocabulary by applying names to different family/friend relationships
- Positive/negative behaviour in relationships
- Looking to Jesus as their role model for a good friend
- Resolving conflict
- The importance of asking for forgiveness when necessary
- Practical ways to stay safe inside and out including medicine safety and people who help us in emergencies

Key Stage One Sessions explore:

- The Special People in their lives who they love and can trust
- How to cope with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationships
- The risks of being online
- The difference between good and bad secrets
- Physical boundaries
- The effects of harmful substances (including alcohol and tobacco)
- Basic First Aid and what makes a 999 emergency
- What to do if in an emergency situation

Lower Key Stage Two sessions explore:

- An appreciation of different family structures
- Strategies to develop healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions
- Effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older
- What to do in emergency situations

Upper Key Stage Two sessions explore:

- Strategies for more complex experiences of relationships and conflict
- How thoughts and feelings have an impact on how we act
- The risks of sharing and chatting online
- Understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning
- Making good choices even in pressured situations
- Essential First Aid such as DR ABC and the recovery position

Module Three: Created to Live in Community

This explores the individual's relationship with the wider world and how human beings are relational by

nature and called to love others in the wider community through service, dialogue and working for the Common Good.

In each Key Stage story sessions help to develop a concept of the Trinity. They learn that just like the Trinity of God, we are made to love God and love others and we are made to be loved by God and others. This extends to our families, friends, personal relationships and also to the wider world - to the community we live in and through exploring the work of charities which work for the Common Good.

A Governor Audit for Monitoring Relationships Education, Relationships and Sex Education and Health Education

This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for Relationships Education, Relationships and Sex Education and Health Education in the school.

| Policy | Fully | Partly | Not Evidenced |
|---|-------|--------|---------------|
| The school has a Relationships Education, Relationships and Sex Education and Health Education policy in place covering the content and organisation of Relationships Education, Relationships and Sex Education and Health Education and how it will be taught and reviewed. | | | |
| The policy has been ratified by the full governing body within the last two years. | | | |
| The policy is consistent with the Catholic mission and ethos of the school and in accordance with Catholic teaching. | | | |
| Findings from any review and monitoring processes are written into the school improvement plan. | | | |
| There is a statement included in the school's prospectus regarding the school's approach to Relationships Education, Relationships and Sex Education and Health Education. | | | |
| Details of the Relationships Education, Relationships and Sex Education and Health Education curriculum are published on the school's website. | | | |
| There is a designated member of staff responsible for Relationships Education, Relationships and Sex Education and Health Education. | | | |
| There is a designated governor to monitor Relationships Education, Relationships and Sex Education and Health Education. | | | |

| Programme of study | Fully | Partly | Not Evidenced |
|---|-------|--------|---------------|
| Governors are aware of how Relationships Education, Relationships and Sex Education and Health Education is taught across the school. | | | |
| A range of appropriate Relationships Education, Relationships and Sex Education and Health Education resources are used to meet the needs of all pupils. | | | |
| Clear, developmental programme of study identifies the elements of Relationships Education, Relationships and Sex Education and Health Education taught across subjects and show how the requirements of Relationships Education, Relationships and Sex Education and Health Education within Relationships and Health education and the National Curriculum are covered. | | | |
| Parents/carers are regularly made aware of how Relationships Education, Relationships and Sex Education and Health Education is taught throughout the school. | | | |
| Implementation | Fully | Partly | Not Evidenced |
| Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from Relationships Education, Relationships and Sex Education and Health Education lessons. | | | |
| The school supports parents who have withdrawn their child to deliver Relationships Education, Relationships and Sex Education and Health Education at home. | | | |
| The policy is disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents. | | | |
| All staff understand their role in the delivery of Relationships Education, Relationships and Sex Education and Health Education. | | | |
| Staff training needs are audited to help determine the programme of CPD for Relationships Education, Relationships and Sex Education and Health Education. | | | |
| The policy takes into account issues related to equal opportunities. | | | |
| Visitors to school used to support the Relationships Education, Relationships and Sex Education and Health Education programme follow appropriate protocol. | | | |
| Notes | | | |
| Completed by: _____ Date: _____ | | | |

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