

St Joseph's Catholic Primary School, Worcester

'Following Jesus in all we do'



ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL

Relationships, Health and Sexuality Education Policy

Contact Details

RE Lead / Senior Curriculum Leader
Miss Annese/ Mrs Abi Hackley
St Joseph's Catholic Primary School,
Chedworth Drive,
Warndon,
Worcester,
WR4 9PG

Telephone: 01905 452772

Email: office@st-josephs-pri.worcs.sch.uk

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St. Joseph's Catholic Primary School, Worcester

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Relationships, Health and Sexuality Education Policy Statement

Mission Statement

"We demonstrate our commitment to working as a learning community by following Jesus in all we do and giving of our best in all things. We believe that each child will succeed through experiencing quality opportunities to grow closer to God through Prayer and Worship in a stimulating learning environment where love and care is shown for everyone and everything, through sharing fully in the Catholic life of the school and beyond."

Introduction and Rationale

This policy has been produced in response to local Worcestershire developments, and links to Catholic Life within the Section 48 Framework, our SMVSC (Social Moral Vocational Spiritual Curriculum), and local CSE (Child Sexual Exploitation) documentation. Our policy is also based upon the Birmingham Diocese model RSE policy, and we reserve the right to teach RHSE (Relationships, Health and Sexuality Education) according to our policy, as a faith school under DfE (Department for Education) guidance. This policy has been approved by the foundation governors of St Joseph's School and is taught and adhered to in accordance with the trustees of the Birmingham Diocese.

Sexuality is God's gift to us. Pope John stated that, "sexuality is an enrichment of the whole person – body, emotion and soul – and manifests its inmost meaning in leading the person to the gift of self in love". In 1987 the Bishops Conference of England and Wales recommended that all Catholic schools review their "Education in Personal Relationships" programmes to ensure that their pupils were given positive guidance in sex education. They gave schools the duty and obligation to educate pupils to an understanding, appropriate to their age, of the processes involved in their physical and moral development and how that development should be tempered by the Church's moral teaching. In short, their understanding of themselves and their relationships with others should develop positively as they grow in maturity. The school's responsibility was thus placed side-by-side with that of the parents, the first educators of children in the areas of moral education and sexual development.

'Man and woman have been created, which is to say willed by God: 'Being man' or 'being woman' is a reality which is good and willed by God: Man and woman possess an inalienable dignity which comes to them immediately from God their creator"

(The Catechism of the Catholic Church, Para. 369)

The role of the Catholic School will be the result of reflection on the Gospels and the teaching of the Church and statutory guidance. There are several important concepts which underpin our provision in this area:

- the dignity and worth of each person made in the image of God
- the importance of individuals coming together in mutual respect and support
- to live and work for the good of humankind and the glory of God
- 'the importance of marriage and family life, in a stable and loving relationships, which is underpinned by respect, love and care' (A Model Policy for Relationships and Sex Education)

Our response to Government initiatives on RHSE is:

- positive and prudent
- guided by our vision of what it means to be human and our claims to educate the whole person
- able and ready to address issues raised by the actual experience of pupils today

Our pupils are involved in relationships, health and sexuality education precisely because of our Christian beliefs about God and the human person:

- God is community - a Trinity of Love
- 'at the heart of Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation' (A Model Policy for Relationships and Sex Education)
- we are made in God's image, Jesus is 'Word-made-flesh', all flesh is holy
- Jesus' command to love is the basis of all Christian morality
- 'education in personal relationships (RSE) prepares pupils for the next stage of their physical, emotional and spiritual development' (Section 48 framework)

- ‘gender and sexuality are seen as God’s gift, reflecting God’s beauty, and are to be shared in divine creativity’ (A Model Policy for Relationships and Sex Education)

Aim

Our school seeks to provide a family life, love and relationships education programme that helps pupils to live now and in the future within the principles of Catholic moral teaching, especially with regard to their own dignity, and that of others, as human beings.

‘Pupils, appropriate to their age and capability, (should) have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love...as a result, they (should be) happy, confident and secure in their own stage of physical, emotional and spiritual growth.’

(Section 48 Framework, DBES, Jan 2018)

We also strive to educate our families about healthy relationships:

‘Healthy relationships involve honesty, trust, mutual respect and open communication... (they) should make you feel good about yourself.’

(Healthy relationships, WSCB, Sept 2016)

Objective

The key objective is to provide a teaching and learning programme designed to:

- support the personal, physical, emotional and social development of all pupils
- enable pupils to understand that they were made by God to love and to be loved, and that love is central to all meaningful relationships
- help pupils to gain a knowledge and understanding of the values of family life and marriage
- enable pupils to have an understanding of their physical and emotional development as they grow and change, complementing the education that is being given at home while recognising that pupils come from different backgrounds and have different levels of support from their families
- explain the process of human reproduction appropriate to the age of the pupils and in line with the requirements of the National Curriculum
- offer pupils a Catholic framework to help them make informed decisions
- Ensure parents and pupils are aware of the dangers of CSE
- Ensure parents and pupils are aware of the dangers surrounding online relationships

Role of the pupil

Pupils should be willing to listen to the teachings of the Church and become aware of the variety of other views regarding moral issues related to RHSE. They should have a positive attitude and sense of responsibility regarding their own and others’ sexuality. It is hoped that pupils will have a sense of self-esteem that enables them to enjoy relationships based on mutual respect, dignity and responsibility. Our supportive school ethos encourages children to feel safe and to talk about their feelings to:

- reduce isolation in the emotions they experience
- relieve tension by enabling children to talk and be listened to
- provide an opportunity to develop an appropriate vocabulary
- allow children to perceive situations more clearly for planning an action or change
- make children feel protected by a culture which actively promotes a ‘listening environment’ and challenges unacceptable practice

(Healthy relationships, WSCB, Sept 2016)

Role of the school and staff

Our school Governors, the SLT (Senior Leadership Team) and ELT (Extended Leadership Team) will manage and monitor our love and relationships policy. St Joseph’s SLT and ELT will also provide training on love and relationships, as well as CSE, for staff to enable them to support and offer guidance to individual pupils who seek it. ‘Where a teacher suspects that a pupil is victim of or at risk of abuse they are required to follow the school’s safeguarding policy and immediately inform’ the DSL (Designated Safeguarding Lead) or a DDSL (Deputy Designated Safeguarding Lead).

It is also the responsibility of the SLT and RE Coordinator to ensure all staff delivering the relationships, health and sexuality curriculum are confident in doing so. Training will be provided for all staff on CSE by the safeguarding team, and further relationships, health and sexuality education curriculum training will be provided by the RE Lead for new

members of staff as part of their induction program. This training will be revisited with all teachers as and when necessary.

Working with parents

St Joseph's places great value in its working relationships with parents. The partnership between school and parents is essential in all areas of the curriculum and school life. The Catholic Church, and St Joseph's Catholic School, are here to 'assist parents and carers in educating their children' (A Model Policy for Relationships and Sex Education). Therefore, as a school and parish community, we will support parents and carers by providing material to share with their children at home if requested. The relationships, health and sexuality programme is developmental in nature; as children progress through the school, the issues / areas taught do become more delicate in nature. Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any elements of the school's sex education programme, with the exception of those elements which are required by the National Curriculum Orders on relationships and health education. This right will be respected and no sex education outside those areas stipulated by the National Curriculum orders will be taught and the child withdrawn from lessons. Staff will share curriculum coverage as is policy on their termly newsletters, this will also be available on the school's website. Every year, new parents to the school will be informed of the content of the curriculum and how it will be delivered. They will be able to comment on any aspects of the programme and will be given an outline of the course their child will be following.

While the right to confidentiality of the individual is respected as far as possible, the rights and responsibilities of parents and legal guardians will be equally regarded. The School will always remain true to the moral, pastoral and social teaching of the Catholic Church. However, the School will always work pastorally with and respect the families (parents and pupils) in a supportive and reconciliatory way, even if their approach seems at odds with the church's view. While remaining true to its distinctive foundation, the school will always respect the genuine moral and faith values of each pupil and their families even when things appear to go wrong.

The annual programme of study for family life, love and relationships education

This will be taught within the framework of the strategy, but will draw upon other areas of the curriculum in order to enrich pupil's learning. For example, the study of nature in science will lead naturally to a discussion about concepts such as reproduction and growth. Teachers will link the programme to the work they are following in other subjects as opportunities arise and they will also respond to pupils' questions on matters to do with family life, love and relationships education in a way that is guided by their professional experience and their commitment to the teachings of the Catholic Church.

As pupils grow older and mature they will be encouraged to ask more searching questions. Teachers will also receive support on knowing when to defer questions to the safeguarding leads and parents. Teachers will plan opportunities for any questions at the end of a lesson where appropriate, this gives time to enable teachers to respond and to defer questions appropriately. Teachers will seek to answer these honestly and within the moral teaching of the Church, using the correct vocabulary where appropriate.

The programme, being cross curricular, will be part of the Religious Education, Science, PSHE (Physical Social Health Education) and Citizenship framework. The programme will extend throughout all years in the school and at each stage will be attuned to the respective needs and capabilities of the various age ranges. It will pay due regard to the needs of both boys and girls respectively.

CSE and Online Safety

Child Sexual Exploitation has become a growing and serious concern and is recognised as a form of child sexual abuse. As part of the relationships, health and sexuality education policy we recognise this concern and we are committed to protecting and supporting the school community and working with partner agencies to achieve this. The relationships, health and sexuality policy falls within the established Child Protection and Safeguarding framework that is already in place in school. At St Joseph's we strive to support and teach students about how to make positive choices and informed decisions in their relationships, so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. As a school we promote healthy friendships and relationships through the school ethos, school policies, student-staff relationships and, of course, the relationships, health and sexuality curriculum. An awareness of the risk factors, and signs and indicators of CSE are key for all staff to be aware of. During whole school bi-annual safeguarding training, all staff are informed of the CSE identification tool, and how to access support and provide guidance for those affected by CSE. Our relationships, health and sexuality curriculum includes a consistent 'whole school approach' (Healthy relationships, WSCB, Sept 2016) to educating staff, parents and pupils about CSE. We feel using a 'whole school approach' is especially important as we strive to deliver a high 'quality of pastoral care to all members of the community, both pupils and staff.' (Section 48 Framework) If appropriate, we will seek support from the local police community support officers in delivering key messages on how to keep children safe from CSE.

For more information on CSE, and the training held for staff, please refer to our safeguarding policy.

The relationships, health and sexuality curriculum has been updated to include material on how to deal with online relationships with regards to keeping safe. As technology is increasingly used by children at home and school, it is of utmost importance to ensure children know the dangers and are able to safeguard themselves against online relationships. Internet safety sessions are now embedded in our computing curriculum and will be further strengthened by the implementation of the ‘National Online Safety platform’ led by the DSL for Online Safety.

Resources

As well as being taught within the *Diocesan Curriculum Strategy for RE*, ‘*Learning and Growing as the People of God*’ the Diocesan approved programme from Ten:Ten Resources, ‘*Life to the Full*,’ will provide the main strategies and units of coverage for each year group, covered under PSHE teaching.

The programme is followed, repeated and developed across four learning stages:

- Early Years Foundation Stage aimed at Preschool and Reception
- Key Stage One aimed at Years 1 and 2
- Lower Key Stage Two aimed at Years 3 and 4
- Upper Key Stage Two aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- 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	Religious Understanding Me, My Body, My Health Emotional Well-being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

All resources used will be adapted to the needs of our Catholic primary students where appropriate, and are the responsibility of the governing body and SLT of St Joseph’s School. Any adaptations to these resources will be shared with the diocese and governing body, to be monitored by the governors of the school and implemented by the SLT.

Special Educational Needs

Teachers recognise the sensitive nature of this subject and will plan the programme in different ways to meet the individual needs of the children, bearing in mind the age and maturity of the children. In addition to class relationships, health and sexuality and CSE sessions, extra support may be given to specific individuals and groups who are at heightened risk of exploitation or particular vulnerability (Healthy relationships, WSCB, Sept 2016).

Assessment and Marking

Assessment of the subject is mainly through discussion (formal and informal), but other methods of assessment are used by the class teacher, particularly when assessing scientific knowledge. Teachers are not expected to mark the relationships, health and sexuality units of study in books, but if they find misconceptions they must verbally address

these with individual pupils to avoid social misunderstandings. All science-based tasks will be completed and marked in the pupils' science books.

Monitoring and Review

Family Life, relationships, health and sexuality education is monitored by the RE Lead and Senior Curriculum Lead, and forms part of the termly report to governors. This report may focus on a specific theme of the relationships, health and sexuality curriculum (when appropriate) and may include questionnaires, evidence of pupils' work, interviews and discussions with parties involved. The Governors Scrutiny Sub-Committee gives serious consideration to any comments from parents and teachers and modification to the policy is made as necessary. A link governor will also be assigned to monitor the relationships, health and sexuality curriculum. The Governing Body remain ultimately responsible for the relationships, health and sexuality policy. Any adaptations to the curriculum or policy will be shared and presented to the Birmingham Diocese for approval and advice, and then monitored by the governors of the school.

Appendix

1. Overview of 'Life to the Full' programme.

Linked documents

- **Audit Tool for Catholic Primary RSE Curriculum**
- **A Model Policy for Relationships and Sex Education**
- **Section 48 framework**
- **Healthy Relationships – a Whole School Approach, Worcestershire Safeguarding Children Board, Sept 2016**
- **St Joseph's Safeguarding Policy**

EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!			Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		
								Session 4 People Who Help Us		

Life to the Full - Overview

KS1

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	Session 1 I am Unique	Session 1 Feelings, Likes and Dislikes	Session 1 The Cycle of Life	Session 1 God Loves You	Session 1 Special People	Session 1 Real Life Online	Session 1 Good and Bad Secrets	Session 1 Three In One	Session 1 The Communities We Live In
		Session 2 Girls and Boys	Session 2 Feeling Inside Out	Session 2: Beginnings and Endings		Session 2 Treat Others Well...	Session 2 Rules To Help Us	Session 2 Physical Contact	Session 2 Who is My Neighbour?	
		Session 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry			Session 3 ...and Say Sorry		Session 3 Harmful Substances		
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

Life to the Full - Overview

LKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
LKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Get Up!	Session 1 We Don't Have to Be the Same	Session 1 What Am I Feeling?	Session 1 Life Cycles	Story Sessions Jesus, My Friend	Session 1 Family, Friends and Others...	Session 1 Sharing Online	Session 1 Safe in My Body	Session 1 A Community of Love	Session 1 How Do I Love Others?
	Session 2 The Sacraments	Session 2 Respecting Our Bodies	Session 2 What Am I Looking at?	Session 2 A Time for Everything		Session 2 When Things Feel Bad	Session 2 Chatting Online	Session 2 Drugs, Alcohol and Tobacco	Session 2 What is the Church?	
		Session 3 What is Puberty?	Session 3 I am Thankful					Session 3 First Aid Heroes		
		Session 4 Changing Bodies								
		Session 5 Male/ Female Discussion Groups (optional)								

Life to the Full - Overview

UKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse	Session 1 The Holy Trinity	Session 1 Reaching Out
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying	Session 2 Impacted Lifestyles	Session 2 Catholic Social Teaching	
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up		Session 4 Giving Assistance		