



Living and Learning through Faith



## ST MARY'S CATHOLIC PRIMARY SCHOOL

# RSHE Policy

Signed by Chair of LGB -

Date – Autumn 2024

DATE OF NEXT REVIEW:- Autumn 2026

REVIEW FREQUENCY:- Bi-annually



## Living and Learning through Faith



*St Mary's is a welcoming school where we recognise, affirm and develop the unique gifts and talents of each individual. We provide a place where all are offered an opportunity to come to know Jesus better through learning, through worship, through the daily life of the school and through relationships with each other. We recognise parents as the first educators of their children and work hard to foster positive relationships and strong working partnerships between the school, parents, and all those responsible for the children's welfare and education. We strive to be inclusive, inspired by the Gospel Values through our service to others. We teach our children to value and celebrate diversity. We live out our drivers of community, communication and whole child.*

### **Context**

This policy is informed by *Amoris Laetitia* (Pope Francis 2016), guidance from The Catholic Bishop's Conference (*Learning to Love* March 2017) and the Diocese of East Anglia document, *Guidance and Principles for Relationship and Sex Education*, issued (January 2018). Our policy for 'Relationship and Sex Education' has been written in conjunction with the DfE statutory guidance for schools 'Relationships Education, Relationships and Sex Education and Health Education (2019)'. This policy is closely linked to our 'Religious Education' policy.

Our school mission statement and the teachings of the Catholic Church underpin all teaching and learning within our school. Relationship education is part of the RE, Personal, Social and Health Education (PSHE), PE and Science curriculum in our school. When we inform our pupils about relationship issues, we do this with regard to teachings of the Catholic Church, morality and individual responsibility and in a way that allows children to ask and explore spiritual, social and moral questions. The DfE guidance states that relationship education is about 'understanding the importance of marriage for family life, stable and loving relationships, respect, love and care'. At St. Mary's Primary School, we value this statement and endeavour to encourage our pupils to understand and respect its importance.

### **Aims and Objectives**

As a school community we recognise that parents have the prime responsibility for teaching their children about Relationships and Sex Education. We will therefore, supplement and support our parents with appropriate programmes of study for all our pupils.

#### **We aim to:**

- Make the children feel loved, cared for and secure in surroundings where Catholic values are practised and where courtesy, respect and consideration for others are of paramount importance;
- Develop a sensible, responsible, factual, basis of knowledge founded on love and the teaching of the Catholic Church;
- Guide their understanding that healthy relationships are God's gift to us and should be enjoyed and never abused.



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**Within our relationship education we teach our pupils about:**

## **Module One: Created and Loved by God**

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

**In these sessions, we explore:**

**Key Stage One** – that we are uniquely made by a loving God, that 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, and the cycle of life from birth to old age.

**Lower Key Stage Two** – understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

**Upper Key Stage Two** – 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, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

## **Module Two: Created to Love Others**

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

**Key Stage One** – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

**Lower Key Stage Two** – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions.



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Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

**Upper Key Stage Two** – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

### **Module Three: Created to Live in Community**

**Finally, Module Three:** Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

### **In the Science curriculum the pupils at our school learn:**

- That animals, including humans, move, feed, grow, use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans;
- That humans and animals can produce offspring and these grow into adults;
- Describe the basic needs of animals, including humans, for survival;
- Describe the importance of humans for exercise, eating the right amounts of different types of food and hygiene;
- Describe the changes as humans develop to old age including puberty
- To recognise similarities and differences between themselves and others and treat others with sensitivity

### **Relationship and Sex Education Curriculum**

We teach about the uniqueness of the Human Being and relationships through different aspects of the curriculum. While we carry out the main relationship education in our PSHE curriculum, we also cover relationships in other areas of the curriculum. In particular, Science, PE and RE, which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are changing and developing. We always encourage our pupils to voice their opinions and discuss any issues they may have with other pupils and adults in the room.

Relationship and Health Education in school is taught using Life to the Full, produced by the Catholic educational organisation, Ten Ten Resources. The Life to the Full programme is based on the structure of 'A Model Catholic RSE Curriculum' by the Catholic Education Service. This model curriculum was highlighted as a work of good practice by the Department of Education so we



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therefore have confidence that the programme will be fit for purpose in supporting the growth and development of our children. Life to the Full is intended to be partnership between home, school and church. School uses Life to the Full, as a means to further develop, support and enrich the partnership between home, school and church so that every child is fully supported. Parents are provided with access to a parent platform that provides overviews of all modules taught in school by phase group, family prayers that align with the modules and optional home learning extension work.

### Teaching and Learning

Class teachers are responsible for the teaching and learning of Relationships and Sex education supported by the RE leader and PSHE Leader. The majority of lessons will take place within the usual class organisation. It is recommended that the teaching of the sex education element of the programme takes place in the summer term of Y6 and this is practice that we have adopted at St Mary's. In years 6 the children will cover topics focusing on bodily changes in boys and girls as well as exploring how a baby grows in the womb focusing on the miraculous process of human life and how it is conceived and developed in the womb. Staff will be sensitive to the needs of differing pupils, levels of maturity and personal circumstances. We will ensure equality (Equalities Act 2010) irrespective of disability, SEND; race, nationality, ethnic origin; gender; religion or sexual orientation.

When sensitive topics arise within taught lessons, parents/carers will be notified of the taught content and resources will be shared, to further support any discussions that may occur at home, as a result of the lessons taught.

### The role of parents

We recognise that parents have the prime responsibility for teaching RSE to their children. As a school we will work in partnership with parents to support them in their responsibility to teach their children about Relationships and Sex Education:

- Inform parents about the school's relationship education policy and practice;
- Provide consultations for parents to view materials and ask questions
- Answer any questions that parents may have about the relationship education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for relationship education in the school;
- Inform parents about the best practice known with regard to relationship education, so that the teaching in school supports the key messages that parents and carers are giving to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. Parents have the right to withdraw their child from all or part of sex education as delivered within RSE. However, children cannot be withdrawn from those aspects of the curriculum covered by the Science National Curriculum, or from Relationships and Health Education. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school will always comply with the wishes of parents in this regard.



## **The role of other members in the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with due regard to health education. In particular, our school Chaplain and members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our relationship education programme. The school will make every effort to ensure visitors, materials and content is consistent with the teaching of the Catholic Church.

## **Confidentiality**

Teachers conduct relationship education lessons in a sensitive manner and in confidence. However, if a child makes disclosures to being involved (or being likely to be involved) in sexual activity, then the teacher will take the disclosure seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they have been victims of other forms of abuse. Teachers will use their professional curiosity and will follow safeguarding protocol (please refer to Safeguarding Policy).

## **The role of the headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Relationship Education Policy and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships effectively and handle any difficult issues with sensitivity, in accordance with Catholic teaching. The headteacher liaises with external agencies regarding the school relationship education programme and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework (see CES guidance on external agencies). The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Assessment**

Relationship education has three main elements:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

In addition to Learning Objectives and Success criteria, Ten:Ten provide a way to measure individual children's progress within an '**All children will... Most children will... Some children will...**' framework. These will help identify children who might need additional support, as well as those who are working at a deeper level. Progress markers are included within individual Session Notes, but are also collated on the **Progression of Knowledge and Skills** documents.



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<b>Progress Markers</b>	<ul style="list-style-type: none"><li>• All children will understand what death is.</li><li>• Most children will demonstrate an understanding of what the Christian faith says about death and eternal life.</li><li>• Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death.</li></ul>
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As well as this we will also:

- Check children's prior knowledge at the beginning of a unit.
- Question and provide formative feedback during lessons.
- Address gaps in learning or misconceptions as they arise.

At the end of each learning module the children will complete an assessment to show how well they have understood the taught module.

It is the responsibility of the RSHE Leader supported by SLT and the Headteacher to monitor relationship education and provide feedback, if necessary, to the class teachers. A member of the governing body will monitor the RSHE teaching and learning annually through discussions with members of staff, pupil perception interviews and parental feedback. The responsible governor will report to the full governing body annually with evaluations and recommendations for development. This policy will be reviewed on a two-year cycle, led by the RE and RSHE curriculum leaders in consultation with governors, staff and parents. If the policy appears to need modification, then the RE and RSHE curriculum leaders will report its findings and recommendations to the full governing body. Any changes will then be referred to the Diocese for ratification.