Our Lady's Catholic Primary School

Relationship, Sex and Health Education

Date reviewed	Next review
November 2025	November 2027
Signed (Chair of Governors)	
Margaret McAleese	

Mission Statement

Our Lady's Catholic Primary School is founded on faith in Jesus Christ and the life of the school community is centred in His presence.

This is our mission.

Our faith and love for God is cherished and developed by opening our hearts to God's love through worship, prayer and forgiveness.

Understand how to guide others to have a more active relationship with Jesus, celebrating us as Mission Makers and Servant Leaders, so that we can love God.

Respect and involve our parents showing them how we learn, how we use our Multiple Intelligences and how we become Learning Champions.

Live, learn and love one another by, creating a caring, safe and friendly environment where all are welcome.

Always represent the school by being a great role model.

Develop our community by working in partnership with everyone to become active global citizens. (School, Home, Church and surrounding Community)

Yearn to show others empathy and compassion by listening to others and by understanding their feelings.

Strive to be the best that we can be by being independent and resilient and by encouraging others to do the same.

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Formation of the Policy

This policy was produced by the Our Lady's Senior Leadership Team after consultation with parents, school governors and staff. The Head teacher, RSE Lead, the Governing Board and Staff, will review this policy.

Dissemination

The policy will be given to all members of the Governing Board and all teaching and non-teaching members of staff. Copies of the document will be made available to all parents through the school website and in the school office.

Defining Relationship and Sex Education

The DfE guidance states, "Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". 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. Our focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

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

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 (and the Welsh Assembly Government) RSE 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. It will also prepare pupils for life in modern Britain.

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 God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: gratitude, patience, forgiveness, honesty, respect, justice, fairness, and self- giving.

Aims of RSHE and the Mission Statement
Our Mission Statement commits us to create a positive environment where everyone feels safe, happy, cared for and loved as children of God and we believe that RSHE is an integral part of this education.

Furthermore, our school aims state that we inspire children to be living witnesses of Christ through prayer, include all children, celebrate their uniqueness, and empower children to become successful and valuable contributors to society. 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.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- 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;
- fidelity in relationships.

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, and how to love chastely;
- 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 and the nature and meaning of sexual love;
- 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

Inclusion and Differentiated 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 cyberbullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligations
The Governing Board 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 RSHE
Our RSHE programme covers all aims and objectives of the Catholic Education Service Primary RSHE curriculum and focuses on ten main principles:

1. Our bodies are good.
2. Through our loving relationships, we become close to the image and likeness of God.
3. Catholic RSHE is about the whole person; spiritual, moral, social and cultural education.
4. Catholic RSHE should be taught in partnership with parents.
5. Our deepest identity is that as a child of God.
6. Story can change hearts and minds.
7. Catholic RSHE is an education in virtue.
8. Catholic RSHE should be an education in conscience.
9. Relationship education is about striving for the common good.
10. Prayer, scripture and sacraments underpin the teaching.

Programme and Resources
Our RSHE programme 'Life to the Full' from Ten Ten follows a three- stage structure that is repeated across four different learning stages:

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

Within each learning stage, there are three modules that are based on the Model Catholic RSHE Curriculum. The programme adopts a spiral curriculum approach so that a child goes through the programme year-after-year. The learning will develop and grow, with each stage building on the last.

MODULE 1 – CREATED AND LOVED BY GOD
Module 1 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 and the basis for personal relationships.

In these sessions, children will 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, understand 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, 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 girls and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

MODULE 2 – CREATED TO LOVE OTHERS
Module 2 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.

In these sessions, children will explore:
Key Stage One – how 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, risks of being online, the difference between good and bad secrets and teaching on physical boundaries.
Lower Key Stage 2 – developing more complex appreciation of different family structures, developing strategies to build healthy relationships with family and friends an exploring simplified CBT techniques for managing thoughts, feelings and actions.
Upper Key Stage Two – equipping children with strategies for more complex experiences of relationships and conflict such as identifying and understanding how to respond to spoken and unspoken pressure, the concept of consent, further teaching on how thoughts and feelings have an impact on how we act, the risks of sharing and chatting online and a more complex understanding of different forms of abuse.

MODULE 3 – CREATED TO LIVE IN COMMUNITY
Module 3 explore 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.

Attached to this policy is a one-page overview of programme coverage.

Assessment
Each unit of work has an assessment activity associated with it. Assessment activities take into account the learning objectives within the unit and provide before and after evidence that learning has taken place.

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 information on the material that will be covered, and will consult with them on key decisions made by the school on selected lessons taught.

Parents continue to have the right to withdraw their children from Sex Education 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. Parents do not have the right to withdraw their child from the relationships part of the curriculum.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

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 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.

Responsibility for Teaching the Programme
Responsibility for the specific relationships and sex education programme lays with the Head Teacher who is the RSHE co-ordinator. 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.

External Visitors
Our Lady's may 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.

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., SEND, 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.

The named governor for RSHE is Margaret McAleese.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Board, parents, the Diocesan Schools' Service and the Local Education Authority appropriate agencies. Isabel Quinn is the named senior leader for RSHE.

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.

All Staff

RSE 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 wellbeing 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 and all staff should be aware of the policy and how it relates to them.

Relationship to Other Policies and Curriculum Subjects

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents.

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

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 and Young People Who are at Risk
Children will 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, teachers, support staff, parents and 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 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

Equality Statement
We have a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities. The curriculum is inclusive and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. Our planning aims to foster an appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive self-mage. This is linked to the school's role as a Christian community, Special Educational Needs and Disabilities and Inclusion.

Monitoring and Evaluation
The RSHE Co-ordinator 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. 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.